

EDUCATION 385-4

SPECIAL TOPICS: WHOLE LANGUAGE

Spring, 1989
Wednesdays
4:30 - 8:20 p.m.
Location: MPX 7610

Instructor: Mary Kooy
Office: 291-
Home: 574-3479

Prerequisite: Education 401/402 or equivalent of a first teaching practicum.

Course Description:

This course is designed for teachers who want to thoroughly examine the underpinnings of 'whole language' approaches to learning, literacy and pedagogy. **Education 385** will provide opportunities for teachers to examine the theoretical foundations and the practices arising out of the 'whole language' philosophy.

Language activity as both a means of communicating and making meaning provides the focus for this course. Although language learning is a complex process, children come to school language-smart. As Halliday (1982) says, children know what language is because they know what language does. Consequently, informed language instruction "enables children to use their language resources and build on them" (Jaggar, 1985, p.3).

Albeit language works integratively, we will initially explore the elements individually, always recognizing the inherent dangers in such an enterprise. The processes of writing and reading constitutes the bulk of the course. Languaging to make meaning will inform the questions: How do children make meaning in writing? reading? listening? speaking? What does the current research in language acquisition imply for teaching practices?

This course will consist of various activities: lectures; workshops and demonstrations; seminars; individual writing tasks; collaborative learning groups. The class structure will reflect the repertoire of strategies applicable to actual classroom experiences.

OUTLINE OF THE TOPICS:

- Literacy: language growth and development
- Learning to Write/Writing to Learn
- The Process of Writing (from Prewriting to Publishing)
- Conventions: usage, spelling, grammar
- Learning to Read/Reading to Learn
- The role of Literature in the Curriculum
- Basal Readers
- Writing/Reading Connections
- Evaluation
- Designing 'Whole Language' Curriculum

COURSE REQUIREMENTS:

Attendance and participation in all aspects of the course
Completion of assigned professional readings
Response Log: Young Adult Novel
Additional Written/Oral Presentation

REQUIRED TEXTS:

Transitions: From Literature to Literacy - Regie Routman 1988 Heinemann (paper back)

The Art of Teaching Writing - Lucy McCormick Calkins 1986 Heinemann (paper back)

PRIMARY TEACHERS: Breaking Ground: Teachers Relate Reading and Writing in the Elementary School - Jane Hansen, Thomas Newkirk, Donald Graves, Ed. 1986 Heinemann (paper back)

INTERMEDIATE TEACHERS: In the Middle: Writing Reasoning and Learning with Adolescents - Nancie Atwell 1987 Heinemann (paper back)

SUGGESTED READING:

When Writers Read - Jane Hansen Heinemann 1987

Understanding Writing: Ways of Observing, Learning and Teaching - Thomas Newkirk, Nancie Atwell, Ed. 1988, 1986, 2nd Ed. Heinemann

Reading: Process and Practice - Constance Weaver 1988 Heinemann

How Texts Teach What Readers Learn - Margaret Meek 1988 Thimble Press

The Read-Aloud Handbook - Jim Trelease 1985 Penguin

Whole Language: Theory in Use - Judith Newman 1986 Heinemann