

**SIMON FRASER UNIVERSITY
SPRING SEMESTER 2005**

**EDUC 367-4
TEACHING CHILDREN FROM MINORITY LANGUAGE
BACKGROUNDS IN ELEMENTARY CLASSROOMS
(D01.00)**

Jean Warburton
Phone: 604-268-6857
Office: EDB 8675.4

THURSDAY 8:30-12:20
AQ 5039

PREREQUISITE: 60 credit hours

DESCRIPTION

This course is intended to provide you with the opportunity to consider how effective elementary curriculum and instruction are organized when students come from a wide variety of linguistic and cultural backgrounds. Participants will examine the following topics: language as meaning making systems; pre-school language development, orality and learning, learning to write and learning to read, classrooms as environments fostering language/literacy development, evaluation of language skills. Recognizing that our learners come from diverse backgrounds and bring diverse talents to the classroom, examining these topics should prepare teachers for operating effective instructional programs in elementary classrooms.

EVALUATION & REQUIREMENTS:

This course will involve frequent large and small group discussions and students are expected to come to each class prepared to participate actively and respond thoughtfully to all assigned readings. Evaluation will be based on both individual and small group assignments.

1. **READING RESPONSES**

Jan 27 & Feb. 3	Oral	15%
Feb 10 & 17	Written	25%

2. **SMALL GROUP PRESENTATIONS**

Dates will vary	20%
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3. **TERM PAPER**

March 31st	30% Paper copy and electronic copy required
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4. **POSTER PRESENTATION**

10%

EXPECTATIONS:

- i. attendance and punctuality - please contact me by e-mail if absence is necessary

- ii. papers handed in on the deadline - papers left in my mailbox will be considered as late, requests for extensions under extenuating circumstances should be made prior to the deadline
- iii. active and interested participation

REQUIRED READINGS:

Gibbons, P. (1991). Learning to learn in a second language. ISBN 0-435-08785-1
Helmer, S. & Eddy, C. (2004). Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms. Toronto: Pippin Publishing Corporation ISBN: 0-88751-108-2

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