

**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION**

in collaboration with

BURNABY AND LANGLEY SCHOOL DISTRICTS

will be offering an exciting new course
focusing on

**The Theory and Implementation
of
'Whole Language'**

January to June, 1989.

**WHOLE LANGUAGE: THEORY AND IMPLEMENTATION
Education 385/407**

**Instructors: Pat Holborn, Sessional Instructor, SFU; U. Vic.
Meguido Zola, Associate Professor, SFU
Susan Montabello, Program Co-ordinator, SFU**

*Whole language in its essence goes beyond the simple delineation
of series of teaching strategies to describe a shift in the way in which
teachers think about and practise their art.*

Sharon Rich, 1985

The purposes of this six-month integrated package are to help teachers

- a) understand the theoretical and research foundations on which the whole language approach is based;
- b) articulate a personal philosophy of whole language;
- c) develop, implement and evaluate whole language strategies both in language arts and theory and pedagogy of whole language strategies both in language arts and throughout the classroom curriculum.

The package consists of a four-credit course in the theory and pedagogy of whole language and a five-credit classroom-based implementation practicum.

These two components will be integrated into a six-month ongoing inservice program consisting of coursework sessions, seminars, small-group support meetings, peer observations and individual consultations with the inservice associate.

The instructional team will work together to ensure that coursework and practicum activities are complementary.

Education 385-3 explores the theoretical and research foundations of whole language and critically examines current classroom practices associated with a whole language approach.

Students in this course will:

1. understand the theoretical and research foundations of the whole language approach;
2. become familiar with a variety of instructional strategies for implementing a whole language approach;
3. become familiar with strategies for assessing children's language and evaluating individual progress in a whole language program;
4. clarify personal beliefs about the teacher's role in a whole language program;
5. be able to articulate a rationale for using a whole language approach in their own classrooms, supported with examples from current educational literature and classroom practice.

During this course teachers will be expected to develop their own rationale for whole language through readings, writing, and discussion. *Evaluation in this course is based on the SFU grading system.*

Education 407-5 is an implementation practicum in which teachers develop one or more aspects of the whole language approach in their classrooms with support from an inservice associate and colleagues.

Students in this course will:

1. develop, implement and evaluate one or more whole language projects designed around an area of interest;
2. participate in self-evaluation and classroom program evaluation with the support of the inservice associate;
3. participate in peer observations and group support activities;
4. attend and participate in regular seminars with the inservice associate and course participants.

Activities in Education 407 will be aimed at helping teachers develop strategies for continuing their professional development in whole language beyond the scope of the course. Peer support and supervision, sharing of ideas and collaborative problem-solving will be facilitated. *The practicum is graded on a pass/withdraw system.*