

DESIGNS FOR LEARNING: LANGUAGE ARTS

(Elementary)

INTERSESSION 1980

Monday and Wednesday, 4:30 - 8:30

INSTRUCTORS: Marsha Barry
Joan Collins
Bev Terry

SUMMER SESSION 1980

Monday and Wednesday, 12:30 - 4:30

INSTRUCTOR: Paul Clements,
Chairman of Drama,
University of Leeds

This course is offered to students and practicing teachers who wish to explore that language communication-based approach to learning called the Language Arts.

The course is designed to introduce you to planning for learning, creating learning environments, and developing strategies, techniques, and materials in the Language Arts in the elementary school.

The course will comprise a broad range of experiences organized in such a way as to maximize individualization of learning.

Expressive Activities (4:30 p.m. - 5:30 p.m.) This part of the course will begin with an interval during which you will participate in a variety of experiences built around the reading of selected children's literature. You will supplement this work by completion of a number of readings of your own choice in the field of children's literature as it relates to your individual teaching level and/or interests.

The next part of this course will provide you with, at various times and as available, experiences in communication through the use of some of the many forms of self-expression which encourage children to pursue language learnings leading to and reinforcing listening, speaking, reading and writing:

Music, Song, and Movement
Developmental Drama
Communication Media including art,
calligraphy, photography, film,
puppetry, book making, play, etc.

Workshops (5:30 p.m. - variable) Through open-access learning centres, workshop presentations, and field experiences, this part of each session will provide you with experiences in learning about the teaching of Language Arts with a specific focus on:

- * the Language Arts defined and some overviews of Language Arts programs examined;
- * curriculum development with specific reference to the Language Arts -- diagnosis of needs, setting of objectives, planning & sequence, implementation, evaluation, integration of the Language Arts program;

- * aural-oral aspects of the Language Arts -- some dimensions of interaction; fostering & developing listening and speaking;
- * reading - instructional approaches, materials, and programs; children's literature;
- * writing - fostering and developing written expression; tools & techniques; convention in writing (including spelling, punctuation, etc.); grammar; usage.
- * thinking: the fifth Language Art;

You will supplement this work by completion of directed readings prior to and following upon each session, and by completion of a number of assignments designed to demonstrate achievement of certain selected competencies.

Task Time and Seminars (variable - 8:30 p.m.) In this last segment of the course you will have varying opportunity to complete some of your tasks through small-group work. Also, seminars will be held through which you will be able to reflect upon your learnings and to clarify your beliefs and ideas about language arts.

Required Text:

James Moffett, Betty Jane Wagner, Student Centred Language Arts and Reading K-13, Houghton-Mufflin, 2nd rev. edn. 1976.

A variety of additional texts will be recommended.

Requirements:

Attendance and participation in all parts of the course;
completion of readings practice task assignments; demonstration of achievement of certain selected competencies.