

Education 472-4 Design for Learning: English and Language Arts

ELEMENTARY

SPRING 1985

INSTRUCTOR: Prof. Meguido Zola

Mondays 4:30 - 8.20 p.m.

LOCATION: MPX 7610 Music Room

CALENDAR DESCRIPTION

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.

COURSE OBJECTIVES

The overarching objective of this course is to increase your understanding of concepts, principles and theory underpinning language learning; to give you opportunities to examine and reflect upon your beliefs regarding learning and teaching the language arts; to enable you to reflect on your classroom experience and plan ways in which you may test and try new ideas in the future; to assist you to develop a new repertoire of methods and materials that will enhance language learning in the classroom.

To these global ends we shall focus on the language arts as a broad curriculum involving the integration of all subject areas as well as on the various elements of the language arts -- thinking, listening and speaking, reading, writing -- and on how better to present them to children and to involve children with them.

The course will assume/expect throughout, a child-centered, creative, individualistic approach to the structuring of learning environments and experiences. We will emphasize an approach which taps the inner life of the child and uses that as working material to promote cognitive awareness, more sophisticated and aesthetic language usage, and increased skills in interpersonal communication.

The course will comprise a broad range of experiences: e.g., lectures; workshops and demonstrations; seminars; small-group work; field experience, etc. These experiences will be organized in such a way as to model a student-centered approach and maximize individualization of learning.

There will be, within the course itself, numerous opportunities for you to pursue interests of your own in developing teaching methods and materials related to instruction the language arts. But there will additionally be activities that all will pursue, with some of these to be shared among members of the class.

OUTLINE OF TOPICS

Some of the topics which may be explored, according to group interest and need, include:

- * the Language Arts defined; establishing priorities in language arts curriculum; some overviews of language arts programs;
- * curriculum development, with specific reference to diagnosis of needs; setting of objectives; planning and sequence; implementation; evaluation; integration of the language arts program;
- * aural-oral aspects of the language arts -- some dimensions of interaction; fostering and developing listening and speaking;
- * reading - approaches, materials, and programs; children's literature;
- * writing - fostering and developing written expression; tools and techniques; convention in writing (including spelling, punctuation, etc.) grammar, usage.
- * thinking: the fifth language art

COURSE REQUIREMENTS:

- * Attendance and participation in all parts of the course
- * Completion of readings and assignments
- * Demonstration of selected competencies

EVALUATION AND GRADING:

The basis for evaluation and grading of your performance is the fulfilment of the course requirements as outlined above. Evaluation and grading will comprise:

- * Evaluation by instructor of your performance in selected course requirements.
- * A final self-evaluation by you when you will assess your fulfilment of course requirements in a self-evaluation report; this may be complemented by an interview.
- * Grading. Your final grade is determined by the instructor, and is based on:
 - the degree to which you have demonstrated fulfilment of course requirements
 - the quality of your work

The instructor may seek and take into account your selfgrade.

TEXTS

There will be no required texts. The following are recommended texts of which you are required to read a majority.

- Trelease, Jim. The Read Aloud Handbook. Penguin, 1982
- Butler, Dorothy. Babies Need Books: How to Share the Joy of Reading With Your Child. Penguin, 1982
- Holdaway, D. The Foundation of Literacy. 1979 Ashton-Scholastic
- Moffett, James and Betty Jane Wagner. Student Centered Language Arts and Reading K-13: A Handbook for Teachers. 3rd Edition., Houghton-Mifflin, 1983
- Veatch, Jeannette. Reading in the Elementary School. Ronald Press, 1966
- Clay, Marie. What Did I Write? Heinemann, 1983
- Graves, Donald: Writing--Classroom and Teachers at Work. Heinemann, 1983
- Booth, D.W., Lashmar, O'Neill, Zola. The Writing Programme. Globe/Modern Curriculum Press, 1984
- Holdaway, D. Independence in Reading. 1980 Ashton Scholastic