

**SIMON FRASER UNIVERSITY**

**EDUCATION 472-4  
DESIGNS FOR LEARNING: LANGUAGE ARTS  
(E1.00)  
(cat. # 90938)**

Fall Semester, 1992  
(September 8 – December 4)  
Tuesday, 4:30 – 8:20 p.m.  
Location: MPX 7600

Instructor: Louise Towill  
Phone: 594-5640  
594-5686 (answering  
machine)  
e-mail

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**PREREQUISITE:** EDUC 401/402

**COURSE DESCRIPTION**

This course will focus on developing the knowledge, skills and strategies needed to create a rich and stimulating language arts program in the classroom. Issues surrounding the core elements of reading, writing, speaking and listening will be examined through current theory and teaching practice. Language acquisition will be viewed as a holistic and integrated process which will allow communication skills to develop naturally as children make meaning of their world.

You will have the opportunity to examine your personal beliefs pertaining to the child, the teacher and the Language Arts curriculum as well as to examine and explore the congruency between current theory and practice. This course will provide you with a framework in which to examine and reflect upon your beliefs regarding learning and teaching language and your role as teacher in engaging children in communicating and in searching for meaning.

The course will comprise of a broad range of experiences. These activities will include professional readings (discussion and written and oral reflections), seminars, demonstrations, individualized tasks and small-group work threaded through cooperative learning strategies. Upon completion of this course you should have an extensive repertoire of strategies and materials which will augment language learning in the classroom.

**TOPICS INCLUDED**

- the acquisition of language
- the process of reading
- the process of writing
- the development of oral language and listening skills
- the linking of reading and writing
- the integration of the four Language Arts strands
- reading and writing across the curriculum
- assessment and evaluation
- children's literature in the Language Arts classroom
- developing an effective Language Arts program

(PLEASE TURN OVER)

## **COURSE REQUIREMENTS**

- regular attendance and participation
- completion of assigned professional readings
- completion of short written assignments (including a professional journal)
- completion of one oral and one written project

## **REQUIRED TEXTS**

Wells, Gordon. The Meaning Makers. London: Heinemann, 1986.

Goodman, Ken. What's Whole in Whole Language? Ont.: Scholastic, 1986.

Waterland, Liz. Read With Me: An Apprenticeship Approach to Reading. Gloucester, Eng.: Thimbe Press, 1988 (Revised Edition).

Choose between one of the two following texts:

Calkins, Lucy (ed.). The Art of Teaching Writing. Portsmouth, NH: Heinemann Educational Books, 1986. (for student teachers or teachers new to the writing process.)

Calkins, Lucy. Living Between the Lines. Portsmouth, NH: Heinemann Educational Books, 1991. (for experienced teachers or those who feel fairly knowledgeable about the writing process.)

Choose between one of the two following texts:

Atwell, Nancie. In the Middle. Portsmouth, NH: Heinemann Educational Books, 1987. (For teachers focusing on the teaching of reading and writing in the Intermediate grades.)

Routmann, Regie. Transitions. Portsmouth, NH: Heinemann Educational Books, 1988. (For teachers focusing on the teaching of reading and writing in the primary grades.)

## EDUCATION 472

# DESIGNS FOR LEARNING: LANGUAGE ARTS

Educ 472—Designs for Learning: Language Arts is an instructional course organized for self-study. It is written for teachers and teachers in training, librarians, youth workers, parents and, indeed, anyone interested in learning something about that broad field of language, literacy and learning and its pedagogical application.

Speaking, listening, reading and writing—the essentials of Language Arts—are acts of mind by which we communicate as well as construct meaning. Languaging, as both a means of communicating and making meaning, provides the focus of this course.

The first goal of the course is to introduce you to a (necessarily) small but representative sample of the range of questions comprising the field of language, literacy and learning. By the very nature of the field, however, this cannot be a **survey** course of what is, obviously, an enormous area: it can only be an **introduction**. That is to say, rather than attempting to cover the entire field, the course aims to give you the opportunity to explore and understand a **sample** of questions and areas, though in some **depth**. This sample, however, has been selected with an eye to its **representative** quality. Thus, you will examine issues that are traditional as well as questions that are as fresh as this morning's news, and questions of both theoretical and practical significance.

A second major goal of this course is to introduce you to a representative sample of the major **ways** of looking at language, learning and literacy and a representative cross section of some of the literature in the field. At the same time, the course aims to be of immediate and practical use to you, the classroom teacher, by giving you opportunities to extrapolate from and apply your readings to your daily work in the classroom.

The course will provide you with a framework in which to examine and reflect upon: your beliefs regarding learning and teaching language; your role as teacher in engaging children in communicating and searching for meaning; the means by which you can enhance language learning in your classroom. The course is designed to enable you to reflect on your classroom experience and assist you to develop a new repertoire of methods and materials that will enhance language learning in your classroom.

**PREREQUISITE:** The only formal prerequisite is Education 401/2 or an equivalent teaching practicum.

**OUTLINE OF TOPICS:** The course comprises an introduction and overview, followed by six units of work that focus on the following topics:

- Unit 1 Language, Literacy, and Learning
- Units 1 & 2 Talk
- Units 1 & 3 Reading
- Units 1 & 4 Writing
- Unit 5 Assessment & Evaluation
- Unit 6 Child, Teacher, and Curriculum

**COURSE REQUIREMENTS:**

Completion of professional readings and written assignments (including a professional journal) that, in each case, require you to: prepare for reading; read; reflect on your readings; and, lastly, extrapolate from and apply your readings in a variety of ways; for example, in acquiring certain skills through frequent and/or extended practice in real-life contexts with children.

**REQUIRED READINGS:**

The **Study Guide** and the **Course Reader** (which includes the professional readings which are not separate textbooks).

(For Unit 1) Gordon Wells. *The Meaning Makers: Children Learning Language and Using Language to Learn*. Heinemann Educational Books, 1986. ISBN 0-435-08247-7.

(For Unit 2) Dorothy Butler, *Cushla and Her Books*. The Horn Book Inc., 1980. ISBN 0-14-009261-7.

(For Unit 3) Liz Waterland, *Read with Me: An Apprenticeship Approach to Reading*. Thimble Press, 1988. (Revised Edition). ISBN 0-903355-27-2.

(For Unit 3) Liz Waterland (ed.), *Apprenticeship in Action: Teachers Write about Read with Me*. Stroud, Glos., U.K.: Thimble Press, 1989. ISBN 0-903355-31-0.

(For Unit 4) Lucy McCormick-Calkins. (ed.). *The Art of Teaching Writing*. Heinemann Educational Books, Inc., 1986. ISBN 0-435-08246-9.

(For Unit 5) Kenneth Goodman. Yetta M. Goodman and Wendy J. Hood (eds.). *The Whole Language Evaluation Book*. Irwin Publishing, 1988. ISBN 0-7725-1711-8.

(For Unit 6) Max van Manen. *The Tone of Teaching*. Scholastic-TAB Publications, 1988. ISBN 0-590-71631-X.

(For Unit 6) Dorothy Watson, Carolyn Burke and Jerome Harste. *Whole Language: Inquiring Voices*. Scholastic-TAB Publications Limited, 1988. ISBN 0-590-73371-0.