

ELEMENTARY LANGUAGE ARTS

Intersession 1978

Educ. 472. Block V
Monday & Wednesday
4.30 - 8.30 p.m.
Location: Bldgs. 3 & 4.

Instructors: Meguido Zola
Sheila Luetzen
Marsha Barry

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 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.

Each of these expressive media will be explored for a period of five consecutive sessions, so that you will be able to participate in two of the media. You will supplement this work by completion of selected readings and by completion of an assignment in curriculum design relating to at least one of the media.

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:

- * language growth and development in children;
- * 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; us age.
- * 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-Mifflin, 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.

DESIGNS FOR LEARNING: SECONDARY ENGLISH

INSTRUCTOR: ROBERT MOUNTAIN TUESDAY & FRIDAY 8:30-12:30

The purpose of this course is to consider the goals, processes and techniques of language learning and teaching at the secondary level. The goals are generally divided into those concerned with the study of language and writing on the one hand, and those concerned with the appreciation of literature on the other. Since the undergraduate English programme tends to favor the latter, in this course we shall emphasize the former.

OBJECTIVES:

1. Students will exhibit the ability to use poetry, drama, fiction and exposition as a focus for student interaction and as a vehicle for language development.
2. Students will exhibit the ability to teach about language structure, grammar and lexicography.
3. Students will be able to select appropriate literature and film for use by students.
4. Students will design an optimal language programme for five individual high school students and rationalize their programmes in linguistic and psychological terms.

ASSIGNMENTS AND EVALUATION:

There will be considerable reading in the course: 600 pages of assigned text material and twelve adolescent novels. There will be periodic quizzes on the reading and lectures and non-trivial weekly written assignments.

If this course sounds like a lot of work, that's because it is, and has to be. Teaching English is the most demanding complex job in the secondary school programme. In order to teach English well students will have to extend themselves a long way beyond what they learned in 402 and 405. We'd like to make a healthy start here.

A letter of reference detailing the skills which students have mastered in this course will be provided by the instructor if requested.

FORMAT:

There are twelve four hour sessions. Ten sessions will be composed of four activities.

1. A developmental drama activity
2. A presentation by the instructor
3. A discussion of the reading and assignments
4. In class tasks

For two sessions students will be asked to interview and test students in near by secondary schools.

Additionally students will confer periodically with the instructor outside of class time.

TEXTS:

- * Student-Centered Language Arts and Reading, K-13 A Handbook for Teachers Second Edition. James Moffett, Betty Jane Wagner Houghton Mifflin Company 1976.
- * Language and Its Structure, Some Fundamental Linguistic Concepts Second Edition. Ronald W. Langacker Harcourt Brace Jovanovich 1973
- * A Wizard of Earthsea Ursula LeGuin, Penguin Books 1968
- * Marathon Man William Goldman, Dell Publishing Company 1975.
- ** Wishes Lies and Dreams: Teaching Children to Write Poetry by Kenneth Koch Vintage Books 1970
- ** Explorations in the Teaching of Secondary English a Source Book for Experimental Teaching Stephen N Judy Dodd, Mead & Co. 1975
- ** Comprehension and Learning, A Conceptual Framework for Teachers Frank Smith Holt Rinehart and Winston 1975
- ** Prologue. Drama 8. Secondary Guide and Resource Curriculum Development Branch, Division of Educational-Programs Schools, Ministry of Education, British Columbia.

* Required Books.

** Recommended Books.