

SIMON FRASER UNIVERSITY

MEMORANDUM

Fill in
for Arts

To.. Mr. Alan Widdell.....

From.. Caswell Rogers - Jancy.....

Subject.. Education 472-1.....

Date.. May 24/78.....

Intersession & Summer Session

In your files Alan, I've included
the following data sheets:

1. Course Descriptor - Intersession - S. Session
2. Texts — required, recommended
3. Course Outline
4. Requirements
5. Evaluation Criteria

CRJ-1

EDUCATION 472 - DESIGNS FOR LEARNING: LANGUAGE ARTS (ELEMENTARY)
INTERSESSION AND SUMMER SESSION 1978.

Instructor: Marvel Rogers-Dancey

This is a course designed to improve the teaching of Language Arts. It involves the four major components: Reading, Writing, Listening and Speaking. The teaching of conventions such as spelling, punctuation and grammar will be examined. Other topics addressed include: diagnostic skills, setting objectives, planning, evaluation, integration of other subjects with Language Arts, questioning strategies and alternative teaching strategies in reading.

Required Text:

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

Other texts will be suggested.

MR:ca

EDUCATION 472-1

Marvel Rogers-Dancey

Required Text:

Hoffett, James, Wagner, Betty Jane. Student Centered Language Arts and Reading K - 13: Houghton-Mifflin, 2nd rev. ed'n, 1976.

Recommended Texts:

1. Veatch, Joannette. How to Teach Reading with Children's Books. Bureau of Publications Teachers College, Columbia University, New York, N.Y., 1964.
2. Veatch, Joannette. For the Love of Teaching. International Center for Educational Development, Encino, Calif., 1973.
3. Veatch, Joannette. Reading in the Elementary School. Ronald Press, New York, 1966.
4. Pines, Virgil. Informal Teaching in the Open Classroom. MacMillan Publishing Co., London, 1974.
5. Koch, Kenneth. Wishes, Lies, and Dreams. Vintage, New York, 1970.

Outline: Education 472-1

Language Arts (Elem.)

Marvel Rogers-Dancey

Wed: 10:30 - 12:20

Thurs: 1:30 - 3:20

1. Major components: speaking, listening, reading, writing, sharing.
2. Examination of programs:
 - Ginn 720
 - Key Vocabulary
 - Lippincott
 - L.L.E.P. Grammar, Composition, et al.
 - Individualization - Integration of Learning
 - Spelling
3. Examination of philosophies and current research.
4. Development of monitoring devices:
 - pupil record keeping
 - teacher record keeping
 - reporting to parents
 - diagnostic skills
5. Plus:
 - Organizational and planning strategies
 - Setting objectives
 - Skill development: taxonomies, etc.
 - Questioning Strategies
 - Poetry
 - Learning Styles
 - Learning Disabilities
 - Children's Literature
 - Values in Language Arts
 - Thinking Skills
 - Developmental Stages of Children

1. Book review - specific parameters
2. Teach a reading skill lesson
3. Major assignment: A "hands-on" project to serve as teaching resources:
 - task cards
 - plan units, mini-lessons
 - picture file
 - games
 - resource files
 - reference files: children's literature, etc.
4. Class participation and attendance
5. Mini-assignments and completion of readings.

EVALUATION CRITERIA--Education 472--1

Final grades are determined by the instructor. They are based upon two criteria:

1. the degree to which students have demonstrated fulfillment of course requirements
2. the quality of the student's work

Possible Grades

- A = Outstanding. This will represent outstanding quality in all aspects of course requirements.
- B = Good. This will represent outstanding quality in the completion of most course requirements or good quality in the completion of all course requirements.
- C = Satisfactory. This will represent good quality in the completion of most course requirements or acceptable quality in the completion of all course requirements.
- D = Poor. This will represent poor quality in the completion of course requirements.
- E = Fail. This will represent unacceptable quality in student's work and/or lack of completion of course requirements.

** Plus and minus grades will also be considered.

EDUCATION 472 - DESIGNS FOR LEARNING: LANGUAGE ARTS (ELEMENTARY)
INTERSESSION AND SUMMER SESSION 1978.

Instructor: Marvel Rogers-Dancey

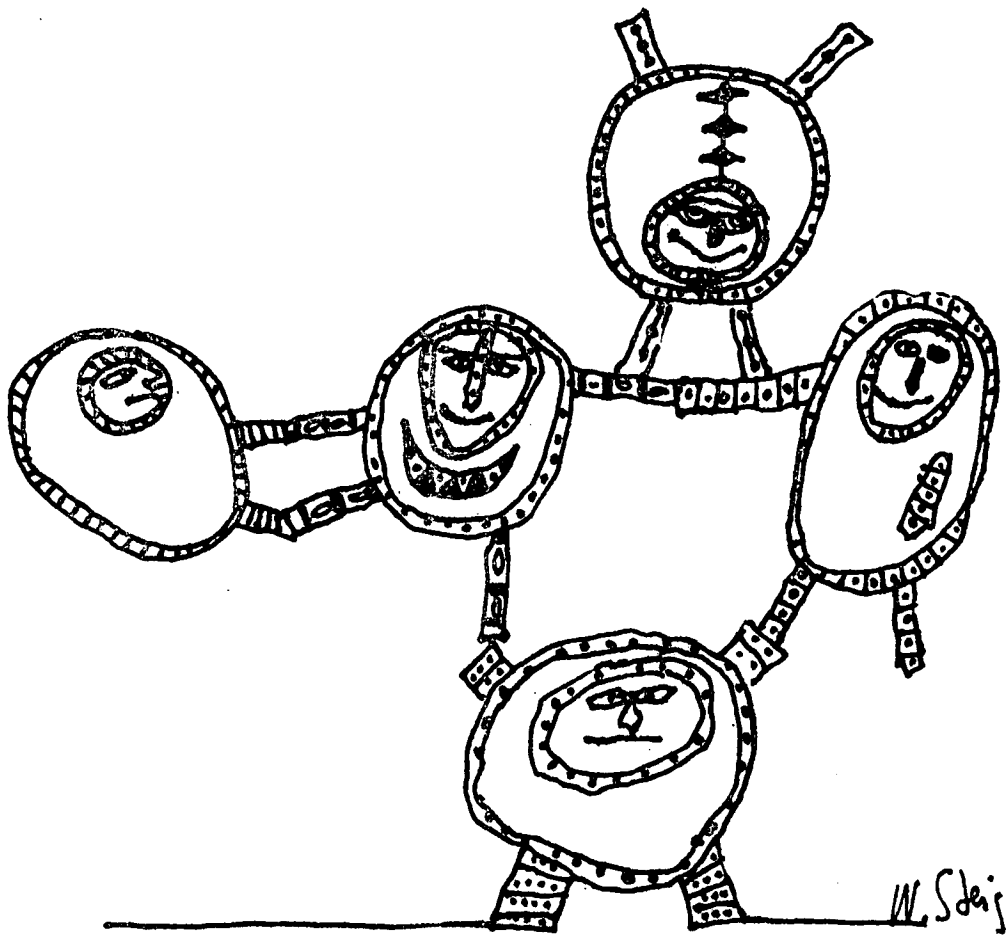
This is a course designed to improve the teaching of Language Arts. It involves the four major components: Reading, Writing, Listening and Speaking. The teaching of conventions such as spelling, punctuation and grammar will be examined. Other topics addressed include: diagnostic skills, setting objectives, planning, evaluation, integration of other subjects with Language Arts, questioning strategies and alternative teaching strategies in reading.

Required Text:

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

Other texts will be suggested.

MR:ca



Acrobats

EDUCATION 472-4 - DESIGNS FOR LEARNING: LANGUAGE ARTS

Course Outline

Spring, 1978

Selma Wassermann

Meguido Zola

Introduction

This course is offered for pre-service and in-service teachers who wish to explore the teaching of language arts with a view towards increased understanding of principles as well as the improvement of classroom teaching performance.

The principles of language arts instruction, outlined by James Moffatt, will serve as the theoretical framework upon which the course is based, i.e.:

- (1) A course in language learning is a course in thinking.
- (2) Rendering experience into words is the real business of a language arts program.
- (3) A student needs most of all to perceive how he is using language and how he might use it. He therefore needs awareness, rather than information.
- (4) The role of the teacher is to help students expand their cognitive and verbal repertory as far as possible.
- (5) The best way to provide individual students with enough language experience and feedback is to develop a program in which children use language an enormous amount. That means, children in schools must talk a lot with each other.
- (6) If the goals of the curriculum are to help learners think, speak, listen, read and write, to the limit of their capacities, then the most reasonable way to accomplish these goals is to insure that children do a lot of these things in the classroom.

The course 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 skill in interpersonal communications.

Course Objectives

- (1) To increase understanding of concepts, principles and theory underlying a student-centred approach to language learning.
- (2) To provide opportunities for the further development of teaching competence related to language learning.
- (3) To provide opportunities for examination of and reflection upon individual beliefs related to teaching and learning in the language arts curriculum.
- (4) To provide workshops and training sessions in which specific teaching strategies may be presented and studied.
- (5) To enable practicing teachers to utilize their classrooms as laboratories in which they may test and try new ideas.
- (6) To assist teachers to develop a repertoire of teaching materials which will enhance language learning in their classrooms.
- (7) To provide an instructional milieu which may serve as a paradigm in which what is being professed is also seen in its functioning.

Description: The Shape of the Evening

A. Outputs

At the beginning of each class, students will engage in a variety of expressive language-related experiences. These may include the use of arts and crafts materials, as well as poetry and prose writing, and creative drama.

The purpose of the output period is to demonstrate, as well as to experience a means by which creative expression is encouraged.

B. Tasks

Following outputs, students will engage in self-selected practice tasks designed to promote understanding and teaching competence in language arts activities. Students will select tasks which are appropriate to individual need. Practice tasks may be worked on individually and in small groups.

C. Workshops

This time period will consist of "inputs" by professional resource personnel in which various instructional strategies related to language arts teaching will be presented and studied.

D. Seminars

Seminar sessions will provide students with opportunities to exchange ideas about teaching and learning in the language arts.

Course Requirements

1. Students are required to attend and participate in all parts of the program.
2. Students are required to complete the assigned readings.
3. Students will complete the number of required practice tasks and demonstrate competency in the completion of those tasks.

Evaluation

Completion of the course requirements form the basis for evaluation. There are three components in the final evaluation:

- (a) Self evaluation. Students will assess their fulfillment of course requirements in a written self-evaluation report.
 - (b) Faculty evaluation. Students will meet with the instructor in a final interview during which time student performance will be assessed.
 - (c) Grading. Final grades are determined by the instructor. They are based upon two criteria:
 - (i) The degree to which the student has completed the course requirements;
 - (ii) The quality of the student's work.
- A = A grade of A will represent outstanding quality in the completion of all course requirements.
- B = A grade of B will represent outstanding quality in the completion of most course requirements, or good quality in the completion of all course requirements.
- C = A grade of C will represent good quality in the completion of most course requirements, or acceptable quality in the completion of all course requirements.
- D = A grade of D will represent poor quality in the completion of course requirements and/or lack of completion of course requirements.
- F = A failing grade will represent unacceptable quality in student's work and/or lack of completion of course requirements.

Reading List

Required text: Moffett, James
 A Student-Centred Language Arts Curriculum,
 Grades K-12.

Boston: Houghton-Mifflin, revised edition, 1976.

Students will select two additional readings from this list:

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963.

Fadar, Daniel. Hooked on Books. New York: Berkeley, 1968.

Harris, Albert. How to Increase Reading Ability. New York: McKay, 1977.

Hayakawa, S. I. Language in Thought and Action. New York: Harcourt and
Brace, 1964.

Lee, Doris, and Van Allen, Roach. Learning to Read Through Experience.
New York: Appleton Century, 1963.

Mearns, Hughes. Creative Power. New York: Dover, 1959.

Raths, Louis, Wassermann, Selma, Jonas, Arthur, Rothstein, Arnold. Teaching
for Thinking: Theory and Application. Columbus, Ohio: Charles E.
Merrill Co., 1966.

Richardson, Elwyn. In the Early World. New York: Random House, 1964.

Simon Fraser University mimeo. Individualized Reading.

Veatch, Jeannette. Reading in the Elementary School. New York: Ronald
Press, 1965.

Way, Brian. Drama Through Experience.

Students may also wish to explore the following related materials,
although none of these is required:

Kaplan, S., et al, CHANGE FOR CHILDREN: IDEAS AND ACTIVITIES FOR
INDIVIDUALIZED LEARNING. Pacific Palisades, California: Goodyear, 1973.

Shaftel, F., and Shaftel, G., ROLE PLAYING FOR SOCIAL VALUES. New
Jersey: Prentice Hall, 1967.

Lorton, M., WORKJOBS: ACTIVITY CENTRED LEARNING FOR EARLY CHILDHOOD EDUCATION. Don Mills, Ontario: Addison Wesley, 1972.

MAKING IT STRANGE: A NEW DESIGN FOR CREATIVE THINKING AND WRITING. Synectics, Inc., New York: Harper and Row, 1968.

Koch, Kenneth, WISHES, LIES AND DREAMS.

Koch, Kenneth, ROSE, WHERE DID YOU GET THAT RED.

Veatch, Jeanette, et al, KEY WORDS TO READING. Columbus, Ohio: Charles Merrill, 1973.

Lewis, Richard, MIRACLES. New York: Simon and Schuster, 1967.

Lewis, Richard, JOURNEYS. New York: Simon and Schuster, 1969.

Griggs, Tamar, THERE'S A SOUND IN THE SEA.

Miel, Alice, INDIVIDUALIZING READING INSTRUCTION. New York: Teacher's College, Columbia University Press, 1958.