

**EDUCATION 472-4: DESIGNS FOR LEARNING:  
ENGLISH AND LANGUAGE ARTS (Elementary)**

Summer Intersession, 1989  
(May 8 - June 16)  
Tuesday/Thursday  
5:30 - 9:20 p.m.  
Location: MPX 7500B

Instructor: Melanie Zola  
Phone: 291-3395 (SFU messages)  
669-6701 (Home)

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**PREREQUISITE:** Educ. 401/402 or equivalent.

**COURSE OBJECTIVES:**

This course is designed for teachers who wish to explore a language communication-based approach to learning, called the Language Arts. Speaking, listening, reading and writing - the essentials of Language Arts - are acts of mind by which we make meaning. As writers and readers, we have mutual goals, that of constructing meaning; promoting understanding; making sense of the world.

This will provide a framework from which you will examine and reflect upon: your beliefs regarding learning and teaching the Language Arts; your role as teacher in engaging children in their search for meaning; the means by which to enhance language learning in your classroom. The course is designed so as to enable you to reflect on your classroom experience and plan ways in which you may test and try new ideas in the future; and, to assist you to develop a new repertoire of methods and materials that will enhance language learning in the classroom.

The course will comprise a broad range of experiences. Firstly, and most importantly, it will focus on professional reading, supplemented by reflection and discussion. This will be rounded out by seminars; lectures; workshops and demonstrations; individualized tasks; small-group work.

**OUTLINE OF TOPICS:**

Some of the topics which will be explored include:

- \* the Language Arts defined; establishing priorities in language arts curriculum; some overviews of language arts programs (with special reference to what is termed 'whole language');
- \* language learning and literacy;
- \* aural-oral aspect of the Language Arts - some dimensions of interaction; fostering and developing listening and speaking;
- \* children's literature in the Language Arts classroom.
- \* the reading and writing processes - how to help children make the links;
- \* reading and writing across the curriculum;

**COURSE REQUIREMENTS:**

- \* Attendance and participation in all parts of the course
- \* Completion of assigned professional readings
- \* Completion of brief oral and/or written assignments
- \* Completion of professional Log book-cum-Resource book
- \* Final examination

**REQUIRED TEXTS:**

- \* Angela Jaggard and M. Strika Smith-Burke (Eds.). 1985. Observing the Language Learner. I.R.A.
- \* Regie Routman. 1988. Transitions: From Literature to Literacy. Heinemann.
- \* Nancie Atwell. 1987. In the Middle: Writing, Reading, and Learning with Adolescents. Heinemann. (for Intermediate teachers only)
- \* Lucy McCormick Calkins. 1986. The Art of Teaching Writing. Heinemann.

**RECOMMENDED TEXTS:**

- \* Jim Trelease. 1985. The Read Aloud Handbook. Penguin.
- \* Joelle Hanock and Susan Hill (Eds.). 1988. Literature-based Reading Programs at Work. Heinemann.