

SIMON FRASER UNIVERSITY
EDUCATION 472-4
DESIGNS FOR LEARNING: ENGLISH AND LANGUAGE ARTS
(E1.00)

Spring Semester, 1992
(January 6–April 3)
Tuesdays, 4:30–8:20 p.m.
Location: MPX 9511

Instructor: Mary Kooy, Ph.D.
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PREREQUISITE:

Education 401/402

COURSE DESCRIPTION:

Education 472 will provide opportunities for teachers to examine the theoretical foundations and the practices arising out of current research and theory of language learning.

Language activity as both a means of communicating and making meaning provides the focus for this course. Although language learning is a complex process, children come to school language-smart. As Halliday (1982) says, children know what language is because they know what language does. Consequently, informed language instruction "enables children to use their language resources and build on them" (Jaggar, 1985, p. 3).

Albeit language works integratively, we will initially explore the elements individually, always recognizing the inherent dangers in such an enterprise. The processes of writing and reading constitutes the bulk of the course. Linguaging to make meaning will inform the questions: How do children make meaning in writing? reading? listening? speaking? What does the current research in language acquisition imply for teaching practices?

This course will consist of various activities: lectures; workshops and demonstrations; seminars; individual writing tasks; collaborative learning groups. The class structure will reflect the repertoire of strategies applicable to actual classroom experiences.

OUTLINE OF THE TOPICS:

- Literacy: language growth and development
- Learning to Write/Writing to Learn
- The Process of Writing (from Prewriting to Publishing)
- Conventions: usage, spelling, grammar

- Learning to Read/Reading to Learn
- The Role of Literature in the Curriculum
- Basal Readers
- Writing/Reading Connections
- Evaluation
- Designing 'Whole Language' Curriculum

COURSE REQUIREMENTS:

- Attendance and participation in all aspects of the course
- Completion of assigned professional readings
- Weekly Double-Entry Journals in response to readings
- Response Log: Young Adult Novel
- Additional Written/Oral Presentation

REQUIRED TEXTS:

1. Creating Classrooms for Authors: The Reading-Writing Connection. Jerome Harste, Kathy Short, Carolyn Burke, et al. Heinemann, 1988. ISBN: 0-435-08465-8.
2. Understanding Whole Language: From Principles to Practice. Constance Weaver, Heinemann, 1990. ISBN: 0-7725-1815-7.
3. The Read-Aloud Handbook. Jim Trelease. Penguin, 1985. ISBN: 0-14-046.727-0.

SUGGESTED READING:

- Writing and Reading to Learn. Nea Stewart-Dore, Editor. Primary English Teacher's Assoc., Roselle, NSW, 1987. ISBN: 0-909955-65-4.
- Read On: A Conference Approach to Reading. David Hornsby, Deborah Sukarna, Joanne Parry. Heinemann, 1986. ISBN: 0-435-08459-3.
- In the Middle: Writing, Reading and Learning with Adolescents. Nancie Atwell, 1987, Heinemann ISBN: 0-86709-163-0.