

SIMON FRASER UNIVERSITY

EDUCATION 472-4

**DESIGNS FOR LEARNING:
LANGUAGE ARTS (Elementary)
(E1.00)**

Fall Semester, 1991
(September 3 – November 29)
Mondays, 4:30 - 8:20 p.m.
Location: MPX 8620

Instructor: Meguido Zola
Phone: 291-3395 (SFU messages)
or e-mail
669-6701 (Home)

PREREQUISITE: EDUC 401/402, or equivalent.

COURSE OBJECTIVES

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 course is designed for students and teachers who wish to explore a language communication-based approach to learning, called the Language Arts.

This course will provide a framework in 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

REQUIRED TEXTS

Gordon Wells, **The Meaning Makers**. London: Heinemann Educational Books, 1986. ISBN 0-435-08247-7.

Dorothy Butler, **Cushla and Her Books**, Boston, Mass.: The Horn Book Company, 1982.

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

Liz Waterland (ed.), **Apprenticeship in Action: Teachers Write about Read with Me**. Stroud, Gloucester, England: Thimble Press, 1989 ISBN 0-903355-31-0.

Fran Buncombe & Adrian Peetoom, **Literature-Based Learning: One School's Learning**. Richmond Hill, ON: Scholastic, 1988. ISBN 0-590-73252-8.

Lucy McCormick-Calkins, (ed.) **The Art of Teaching Writing**. Portsmouth, N.H.: Heinemann, 1986. ISBN 0-435-08246-9.

Kenneth Goodman, Yetta M. Goodman and Wendy J. Hood (eds.) **The Whole Language Evaluation Book**. Portsmouth, New Hampshire: Heinemann, 1988 ISBN 7725-17118.

Dorothy Watson, Carolyn Burke, & Jerome Harste, **Whole Language: Inquiring Voices**. Scholastic Publications, ISBN 0590733710.