

SIMONFRASERUNIVERSITY

EDUCATION 472 - 4 DESIGNS FOR LEARNING: LANGUAGE ARTS (K-12)

Intersession 2000

Instructor: Linda Laidlaw

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Location: Kamloops

PREREQUISITE: Educ 401/402

COURSE DESCRIPTION

This course explores theories and methods related to English language arts learning and teaching. The course will inquire into the complex relationships among language, learning, culture and teaching and will provide the opportunity to examine and reflect upon your understandings about learning and teaching language arts, and the ways in which students use language in communicating and meaning making.

The course will include action-based learning experiences including seminars, group work, responses, and demonstrations in addition to providing resources for enhancing language, literacy and learning in the classroom. Due to the broad nature of this course (K—12), students will have the opportunity to complete a self-directed investigation of language arts at their preferred teaching level.

GENERAL TOPICS

- language acquisition and development
- emergent literacy, reading acquisition
- learning and teaching writing
- literature for children and adolescents
- using fiction/poetry/story/drama in the classroom
- using portfolios
- developing a literacy program
- assessment
- language across the curriculum
- critical issues in literacy

COURSE REQUIREMENTS

- regular attendance and participation
- completion of assigned readings and written responses
- presenting responses and participating in class demonstrations
- completion of integrated learning presentation
- completion of self-directed project to be developed in consultation with the instructor

COURSE TEXTS

Davis, Brent, Sumara, Dennis & Luce-Kapler, Rebecca (2000). Engaging Minds: Learning and Teaching in a Complex World. New York: Lawrence Erlbaum. ISBN 0-8058-3785-X

Edwards, Joyce Bainbridge & Malicky, Grace (1996). Constructing Meaning: Integrating Elementary Language Arts. Toronto: Nelson. ISBN 0-176-04859-6 (Elementary—optional for secondary).

Milner, Joseph O'Beirne & Milner, Lucy Floyd Morcock (1993). Bridging English. Toronto: Maxwell Macmillan. ISBN 0-137-92946-3 (Secondary—optional for elementary).

Lois Lowry, The Giver. (1993). New York: Bantam Doubleday. ISBN 0-440-21907-8

ADDITIONAL COURSE READINGS

A selection of articles and several children's and young adult literature resources will be provided. There will be a \$20 materials charge for these.

We will also refer to the English Language Arts Integrated Resource Packages [available at www.bced.gov.bc.ca/irp/] and Shared Learnings [available at www.bced.gov.bc.ca/abed/shared.htm].

EDUCATION 472-4

DESIGNS FOR LEARNING: LANGUAGE ARTS

Elementary

Educ 472—Designs for Learning: Language Arts (Elementary) is an instructional course organized for self-study. It is written for teachers and teachers in training. It will also be of interest to librarians, youth workers, parents and, indeed, anyone interested in learning something about that broad field of language, literacy and learning and its pedagogical application.

PREREQUISITE: Education 401/402 or an equivalent teaching practicum.

GOALS OF THE COURSE:

Speaking, listening, reading and writing—the essentials of Language Arts—are acts of mind by which we communicate as well as construct meaning. Linguaging, as both a means of communicating and making meaning, provides the focus of this course.

The course introduces you to a (necessarily) small but representative sample of the range of questions comprising the field of language, literacy and learning. It will also introduce you to a representative sample of the major ways of looking at language, learning and literacy and a representative cross section of some of the literature in the field.

The course will provide you with a framework in which to examine and reflect upon your beliefs regarding learning and teaching language; your role as teacher in engaging children in communicating and searching for meaning; the means by which you can enhance language learning in your classroom.

OUTLINE OF TOPICS:

The course comprises an introduction and overview and four units that focus on the following topics: Unit 1A Language, Literacy and Learning; Unit 1B Language Learning in the Classroom; Unit 2 Reading; Unit 3 Writing; Unit 4 Talk.

COURSE REQUIREMENTS:

You are required to complete **THREE** of the four units of work - Unit 1A and B, Unit 2 and Unit 3. You may complete Unit 4 if you wish. Doing so may result in your final grade being adjusted upward (for example, from a B to a B+). It will not, however, result in the grade being lowered. Each unit comprises professional readings and written assignments that require you to: prepare for reading; read; reflect on your readings; and extrapolate from and apply your readings.

REQUIRED TEXTS:

In addition to the **Study Guide** and the **Course Reader**, the following textbooks are required:

David Booth, Larry Swartz and Meguido Zola. *Classroom Voices: Language-Based Learning in the Elementary School*, Toronto, ON: Harcourt Brace Canada, 1994.

Lucy McCormick-Calkins. *The Art of Teaching Writing. (2nd ed.)* Portsmouth, N.H. Heinemann Educational Books, 1994.

Marcia Popp. *Teaching Language and Literature in Elementary Classrooms*. Mahwah, NJ: Lawrence Erlbaum, 1996.

Gordon Wells. *The Meaning Makers*. London: Heinemann Educational Books, 1986.

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

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