
Summer Semester 2002

EDUC 472 - 4
Designs for Learning:
Elementary Language Arts
D02.00

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Friday 13:00-16:50 in EDB 8620

PREREQUISITE

Educ 401/402

DESCRIPTION

If children are to become readers and writers, we as teachers must find ways to create real and purposeful reading and writing experiences in our classrooms. In this course students will explore the principles and components of a "Balanced Literacy Program". Emphasis will be placed on students developing an understanding of how to build a rich and meaningful literacy environment where children can become successful readers and writers.

Instruction will be organized around: professional readings; case studies; discussion and written response; small study groups and task work in cooperative learning groups; demonstrations; and opportunities to view and interact with children's literature, children's work, portfolios, and elementary students. These experiences will provide students with a framework to examine and reflect on their beliefs and understandings about teaching and learning in Language Arts, as well as to increase their knowledge and skills in implementing a successful literacy program.

REQUIREMENTS

- regular attendance and participation
- completion of assigned professional readings
- completion of short written assignments
- completion of two written projects (Profile of a Learner and Description of Literacy Program)

REQUIRED TEXTS

Calkins, Lucy McCormick. The Art of Teaching Writing.
Fox, Mem. Radical Reflections, Passionate Opinions on Teaching, Learning, and Living.
May, Frank, B. Reading as Communication.
English Language Arts K-7, Integrated Resource Package.

RECOMMENDED READING

B.C. Performance Standards: Writing.
B.C. Performance Standards: Reading.
Allington, Richard. What Really Matters for Struggling Readers: Designing Research Base Programs.
Booth, David. Reading & Writing in the Middle Years.
Clay, Marie. Observation Survey.

In addition, other reading may be assigned through the semester and available in class.