

**SIMON FRASER UNIVERSITY**

**FACULTY OF EDUCATION**

**EDUCATION 407-5**

**Group E1.00: WHOLE LANGUAGE IMPLEMENTATION**

Spring, 1988

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 Location:

During the spring semester 1988, Simon Fraser University, in co-operation with the Surrey school district, will be sponsoring a field based in-service course in the theory and practice of 'whole language' implementation. (Education 407-5)

Education 407-5 is a five credit course that provides a structure for teachers to use their own classrooms as the setting for implementing new curriculum or instructional techniques. The grading is done on a pass/withdraw basis.

**Education 407: Implementing 'Whole Language'** is designed for practising teachers who wish to introduce 'whole language' approaches to literacy in their classrooms. Speaking, listening, reading and writing - the essentials of language learning - 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.

Education 407 will provide an opportunity for teachers to begin to examine the theoretical foundations and the practices that issue forth from the 'whole language' philosophy - to begin to test their ideas about language and learning in their classrooms.

The **seminars** will provide a forum in which the participants can learn from one another - to reflect on their personal knowledge of children, language and learning and how they apply as they begin to implement 'whole language' approaches into their classroom.

The **workshop** component of the course will examine insights from recent research in language learning and their implications for the 'whole language' classroom. The workshops will be designed to enable participants to reflect on their classroom experiences, to extend their repertoire of methods and materials and to plan ways in which to test new ideas that will enhance language learning in the classroom. Topics may include:

- \*language learning and literacy;
- \*children's books in the classroom;
- \*creating an environment to enhance language learning;
- \*the reading-writing processes;
- \*journal writing/storytelling - the reading/writing connection;
- \*fostering listening and speaking - some dimensions of interaction;
- \*integrating language - helping children make the links;

- \*the teacher's role in the 'whole language' classroom;
- \*designing 'whole language' curriculum;
- \*evaluation in the 'whole language' classroom.

The **classroom** component will involve the design and implementation of 'whole language' approaches in the classroom. Ongoing feedback, coaching and consultation on the implementation of these 'whole language' projects will be provided jointly by the instructor and by school district personnel. Participants will also be asked to keep a journal to reflect on their teaching practices and growth throughout the semester.

- \*\* Introductory session will be held at Simon Fraser University (MPX 8627) on **Monday, January 18, 1988. ( 5:00 p.m. to 8:00 p.m.)**

All other sessions will be held in Surrey - location to be announced.

**\*\*TEXTS:**

- \*Lucy McCormick Calkins. 1986. The Art of Teaching Writing Heinemann (paperback).
- \*Judith Newman. 1985. Whole Language Theory in Use Heinemann (paperback).
- \*Jim Trelease. 1985. The Read Aloud Handbook. Penguin (paperback)
- \*Liz Waterland. 1985. Read with Me: An Apprenticeship Approach to Reading. Thimble Press. (paperback).