

EDUCATION 472 Designs for Learning: LANGUAGE ARTS

ELEMENTARY

REGULAR SESSION 1982

INSTRUCTOR: PAUL BION

Thursday 17:30 - 21:20

LOCATION: Campus

OBJECTIVES:

The course is designed for prospective and practising teachers who wish to study and examine the fundamentals of the teaching/learning process with reference to language arts.

The focus of study will be both theoretical and practical in design where students will be expected to:

- become familiar with the objectives, learning outcomes and goals of the Ministry's curriculum guide.
- examine various teaching models for developing the communication skills of listening, speaking, reading and writing.
- through reading and class discussion, formulate a definition of language arts as it applies to the teaching/learning situation.
- examine motivational techniques, teaching methodologies and strategies and various communication media as it applies to language arts.

Students should, on completion of the course, be more knowledgeable of the language arts curriculum and be able to develop at their chosen grade level a framework for a comprehensive programme.

OUTLINE OF TOPICS:

Study will begin by examining the Ministry's curriculum guide and will progress logically to an instructional perspective on how to teach the communication skills.

Topics will include:

1. Basic theory of child development and language acquisition
2. In depth examination of the subject areas
3. Books, materials and media for instruction
4. Testing and diagnosis, evaluation and assessment
5. Designing units and lessons for instruction
6. Models of teaching

REQUIREMENTS:

- attendance and participation in all parts of the course.
- completion of assigned readings.
- preparation of a teaching unit for a specific grade and subject, presentation of one or two lessons to the class from the unit.
- completion of a project or research paper of the student's choice in consultation with the instructor.

REQUIRED TEXTBOOK:

DeHaven, Edna . Teaching and Learning in the Elementary Language Arts. Little, Brown, Boston, 1979.