

SIMON FRASER UNIVERSITY

EDUCATION 472-4  
DESIGNS FOR LEARNING: LANGUAGE ARTS  
(D1.00)  
(cat. # 10572)

Fall Semester, 1992  
(September 8—December 4)  
Saturdays, 8:30—3:30 p.m.  
Sept. 26, Oct. 10, 24, Nov. 14, 28, Dec. 5  
Location: Ft. St. John

Instructor: Pat Holborn  
Phone: 291-3808  
291-3395 (messages)

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**PREREQUISITE:** EDUC 401/402.

**PURPOSES:**

The purposes of this course are to help beginning teachers a) understand theoretical and research foundations on which language and literacy instruction are based, and b) become familiar with practical strategies for developing literacy throughout the school curriculum.

**OBJECTIVES:**

Students in this course will:

1. understand current issues with regard to literacy development and language arts instruction;
2. become familiar with the goals of the Language Arts English curriculum and their relationship to the overall goals of education in British Columbia;
3. become familiar with a variety of instructional strategies for facilitating students' language and literacy development;
4. become familiar with strategies for assessing children's language development and evaluating individual progress.

**OUTLINE OF TOPICS:**

The following topics will be dealt with in this course:

Current issues in language arts instruction and literacy development  
Theoretical and research foundations of the whole language movement  
The role of oral language in literacy development  
The reading/writing relationship  
Literature-based instruction in reading  
The writing process  
Facilitating skill development in the language arts  
The role of language in thinking and learning throughout the curriculum  
Evaluation of language and literacy development

**FORMAT:**

The course addresses both theories of whole language development and instruction and the more practical, day-to-day aspects of teaching using a whole language approach. Therefore classes will include a variety of learning opportunities such as lectures, class discussions, small-group tasks, experiential learning activities and student presentations.

**REQUIRED READINGS:**

Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, N. H.: Heinemann.

*For students with an intermediate focus*

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents.* Portsmouth, N. H.: Heinemann.

*For students with a primary focus*

McCormick-Calkins, L. (1991). *Living between the lines.* Toronto, Ont.: Irwin Publishing.

**RECOMMENDED READINGS:**

In addition to the course texts the instructor will provide an extensive bibliography. Students are encouraged to select and read a variety of books from this reading list during their teacher education program. A selection of articles will also be provided by the instructor for background reading.

The following books are also highly recommended because they provide practical examples of ways to structure effective whole language programs.

Hornsby, D., & Sukarna, D. (1986). *Read on: A conference approach to reading.* Portsmouth, N. H.: Heinemann.

Parry, J., & Hornsby, D. (1985). *Write on: A conference approach to writing.* Portsmouth, N. H.: Heinemann.

Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom.* Norwood, MA: Christopher-Gordon Publishers.

**ASSIGNMENTS:**

Two written assignments and two brief in-class presentations will be expected. A detailed overview will be provided for each assignment.

- a. Professional readings assignment
- b. Book talk
- c. Strategy demonstration
- d. Writing portfolio

**EVALUATION:**

Evaluation will be based on the following criteria:

- a. Attendance at and participation in all course activities;
- b. Performance on assignments in relation to stated criteria;
- c. Completion of a written self-evaluation at the end of the course as part of the portfolio assignment.

There will be no examination.