

**EDUC. 472:**  
**DESIGNS FOR LEARNING - LANGUAGE ARTS/WHOLE LANGUAGE**  
Fall, 1989.

*"Whole language in its essence goes beyond the simple delineation of a series of teaching strategies to describe a shift in the way in which teachers think about and practise their art."*  
Sharon Rich, 1985, p. 717.

**Instructor:** Pat Holborn, MPX 8641, tel. 291-3395 or 931-7282

**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 curriculum and their relationship to the overall goals of education in British Columbia;
2. become familiar with a variety of instructional strategies for facilitating students' language and literacy development;
3. become familiar with strategies for assessing children's language development and evaluating individual progress;
4. be able to develop a focus unit which integrates several strategies for language arts instruction.

**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 reading and writing  
Developing a focus unit  
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.

## **Recommended Readings**

In addition to the course text 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 variety of articles will also be provided by the instructor for background reading.

## **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 or strategy demonstration
- c. Focus unit (combined assignment with Ed. 370)
- d. Professional journal

## **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.

There will be no examination.

EDUCATION 472-4

DESIGNS FOR LEARNING  
ENGLISH AND LANGUAGE ARTS (ELEMENTARY)

Fall Session, 1989  
Mondays, 4:30 - 8:20  
MPX 7500

Instructor: D. Coulter

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PREREQUISITE: EDUC 401/402 or equivalent

COURSE DESCRIPTION: This course is intended to deal with some of the issues in teaching English language arts in the elementary school. Goals and processes involved in helping children develop their ability in speaking, listening, reading and writing will be discussed.

The course includes considerations of issues in teaching language and literature, alternative methods of approaching language teaching, possible strategies for organizing, facilitating and evaluating teaching and learning.

TOPICS INCLUDED:

- language acquisition
- reading
- writing
- speaking and listening
- usage
- literature
- unit planning

REQUIREMENTS:

1. Unit plan involving integrated language arts approach to a particular theme.
2. Two short papers dealing with issues in language teaching.
3. Reading log
4. attendance and participation.

REQUIRED TEXTS:

Egan, Kieran. Teaching as Storytelling.

Temple, Charles & Wallace Gillet, Jean. Language Arts; Learning Processes and Teaching Practices.