

**SIMON FRASER UNIVERSITY
SUMMER INTERSESSION 2007**

**EDUC 472W-4
DESIGNS FOR LEARNING: ELEMENTARY LANGUAGE ARTS
(D02.00)**

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Terrace

PREREQUISITE: EDUC 401/402

Course schedule and location

Classes will be held at Northwest Community College in Terrace in four two-day blocks:

Thursday and Friday, May 10-11

Thursday and Friday, May 17-18

Thursday and Friday, June 7-8

Thursday and Friday, June 14-15

Hours will be from 10:00 a.m. to 4:30 p.m. on Thursdays and 8:30 a.m. to 3:30 p.m. on Fridays. If you cannot avoid being late or absent due to unforeseen circumstances, please contact the instructor by email (see address above).

Course description

This course focuses on developing knowledge, skills and strategies to create rich and stimulating environments for promoting literacy learning in English Language Arts and across the curriculum K-12. Issues in oral language, reading and viewing, and writing and representing will be examined through the lenses of current theory and teaching practice.

Topics to be explored

Current theories and principles of language and literacy development

Individual differences in language and literacy development

The politics of literacy and schooling in British Columbia

Research foundations of the English Language Arts Curriculum (ELA IRP 2006)

- A developmental approach to literacy learning and teaching
- Foundations of early literacy
- The role and importance of oral language
- Scaffolding and the gradual release of responsibility
- Metacognition and the development of literacy strategies
- Assessment for and as learning
- An integrated approach to literacy learning and teaching

Rich classroom environments for literacy learning

Culturally responsive and culturally inclusive materials and approaches

Instructional strategies for scaffolding literacy learning in the three curriculum organizers:

- Oral language
- Reading and viewing
- Writing and representing

Differentiating instruction in mixed-ability classrooms

Interventions for struggling literacy learners

Literacy instruction across the curriculum, with emphasis on:

- Language Arts/English
- Numeracy/Mathematics
- Science and Technology
- Social Studies
- Fine Arts

Course organization

Course activities will combine direct instruction with modeling, class discussions, small-group activities, a daily writing workshop experience, and individual project work using learning centres and resources provided by the instructor. Since our classes must be offered in intensive blocks with extended breaks between them, you will need to work on readings, writing assignments and projects at home between classes.

Course expectations

General expectations

- Attend and participate fully in all course activities.
- Support one another's learning through respectful interactions and constructive feedback.
- Keep track of your learning through regular reflective writing.

Expectations for the "W" course designation

The university criteria for a "W" course place a significant emphasis on using writing as a thinking and learning tool, and learning to revise and edit written work. Many different writing activities will be modeled in class, and you will use your draft materials as the basis for preparing several written pieces that you will work on during writing workshop. Writing workshop will incorporate the development of criteria and rubrics for different types of writing, time for writing, mini-lessons on how to edit written work, and opportunities for conferencing and feedback from the instructor and colleagues. A range of genres and forms of writing will be introduced, and by the end of the course you will edit and present several pieces of written work. The instructor will respond to your written work using criteria and rubrics discussed in class.

Expectations for the project component

Through the focused inquiry project, you have an opportunity to investigate, in depth, one aspect of teaching language arts or literacy across the curriculum as it applies to your preferred teaching level and/or subject area. Toward the end of the course, you will synthesize what you have learned and present a mini-workshop on your topic to colleagues in the class. Your project should show that you understand how the theories and principles of literacy learning we have studied can be applied to a specific aspect of classroom practice. It should also incorporate practical examples of teaching strategies and activities that you might use with your future students. More specific criteria for the project work and mini-workshop will be discussed in class.

Readings

You will be expected to read and respond to the course text, *How to differentiate instruction in mixed-ability classrooms* by Carol Ann Tomlinson, available for purchase from the NWCC bookstore. Copies of other required readings will be provided by the instructor.

In addition, a wide range of professional books and articles will be available on site in the learning resource centres. You are expected to read a selection of materials appropriate to the topic you choose for your learning project, and to compile a bibliography in a standard reference style as one of your writing tasks.

Required readings

Biemiller, A. (2003). Oral comprehension sets the ceiling on reading comprehension. www.d261.k12.id.us/NewCurriculum/Parent%20Information/Reading%20Articles/Oral%20Comprehension
Chapman, M. (2000). *The Best Literacy Program? A Thoughtful and Knowledgeable Teacher*. Primary

Leadership, 2, 3, 23-31.

Edwards-Groves, C. (2005). Connecting students to learning through explicit teaching. www.myread.org
ERIC Digest (1996). Oral language development across the curriculum, K-12.

www.ericdigests.org/1996-3/oral.htm

International Reading Association (1999). Adolescent literacy: A position statement. www.reading.org

International Reading Association (1999). Using multiple methods of beginning reading instruction. www.reading.org

International Reading Association (2000). Excellent reading teachers: A position statement of the International Reading Association. www.reading.org

International Reading Association and National Middle School Association (2001). Supporting Young Adolescents' Literacy Learning. www.reading.org/downloads/positions/ps1052_supporting.pdf

Monroe, E. (1996). Language and mathematics: A natural connection for achieving literacy. *Reading Horizons*, 36, 368-379, May-June.

Tomlinson, C. (2001) How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development

Wilhelm, J., Baker, T., & Dube, J. (2001). Scaffolding learning. www.myread.org

Ministry documents required and recommended

Alberta Education (2003). Our words, our ways: teaching First Nation, Metis and Inuit learners. edc.gov.ab.ca/k_12/curriculum/OurWords/Words.pdf

BC Ministry of Education (1998). Shared learnings: Integrating BC Aboriginal content K-10. www.bced.gov.bc.ca/abed/shared.htm

BC Ministry of Education (2002). Performance standards for reading. www.bced.gov.bc.ca/perf_stands/

BC Ministry of Education (2002). Performance standards for writing. www.bced.gov.bc.ca/perf_stands/

BC Ministry of Education (2006). English Language Arts K to 7 IRP. www.bced.gov.bc.ca/

BC Ministry of Education (2006). Math for families—Helping your child with math at home. www.bced.gov.bc.ca/literacy/resources.htm

BC Ministry of Education (2006). Reading for families—helping your child with reading at home. www.bced.gov.bc.ca/literacy/resources.htm

BC Ministry of Education (2006). Reading Standards—Let's Talk Performance , a Guide for Parents. www.bced.gov.bc.ca/literacy/resources.htm

BC Ministry of Education (2006). Writing for Families—Helping your Child with Writing at Home. www.bced.gov.bc.ca/literacy/resources.htm

BC Ministry of Education (2006). Writing Standards—Let's Talk Performance , a Guide for Parents. www.bced.gov.bc.ca/literacy/resources.htm

BC Ministry of Education (2007). English Language Arts 8 to 12 IRP. www.bced.gov.bc.ca/

Government of British Columbia (April, 2006). Premier's Advisory Panel on Literacy—Literacy and Lifelong Learning in BC: A Legacy of Leadership. www.bced.gov.bc.ca/literacy/legacy.pdf

Manitoba Education (2003). Integrating Aboriginal perspectives into curricula: A resource for curriculum developers, teachers, and administrators. www.edu.gov.mb.ca/ks4/docs/policy/abpersp/ab_persp.pdf

Recommended journals

Journal of Adolescent and Adult Literacy

Orbit

Reading Research Quarterly

The Reading Teacher

Recommended Websites

MyRead. Australian website containing professional articles and teaching strategies based on a Vygotskian framework. www.myread.org

Read-Write-Think. Lessons, web resources, student materials, sponsored by the International Reading Association and the national Council of Teachers of English. www.readwritethink.org

International Reading Association. Web resources, teaching tools, lesson plans K-12, book lists, parent resources, scholarly publications, professional publications.

Grading

According to university policies, this is a graded course. "W" course requirements specify that 50% of the grade must apply to the writing component of the course. The remainder of your grade will be determined by your project work and mini-workshop (35%) and overall participation (15%).