

**SIMON FRASER UNIVERSITY
FALL SEMESTER 2005**

**EDUC 412/472-4
DESIGNS FOR LEARNING: ELEMENTARY LANGUAGE ARTS
(D01.00)**

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MONDAY 10:00-2:30 Room 1706 (Dawson Creek) & Room 101 (Fort St. John)

When we learn how to read, we do it upon the writing of someone who previously learned how to read and write. As we learn

how to read, we are preparing to immediately write the talk we socially construct. Paulo Freire

Reading and writing are universally claimed to be useful if not essential parts of being a good citizen and a competent and

desirable worker-sometimes exaggeratedly so in my opinion. The prime value of reading and writing is the experience they

provide through which we may constantly and unobtrusively learn. Frank Smith

What interests me now is not so much how writers write, but why we write. Mem Fox

The heartbeat of the Writing Workshop is the experience of the child, expressed in his or her words, and offered to us as a gift.

Our role is to give children the tools to shape their words and craft their writing, allowing their voices to be heard. Wells/Reid

People make a great fuss about discovering the best way to teach children to read. They invent "bureaux" and cards, they turn

the nursery into a printer's shop...And the pity of it! There is a better way than any of those, and one which is generally

overlooked-it consists in the desire to learn. Arouse this desire in your scholar and have done with our "bureaux"...Any method

will serve. Present interest, that is the motive power, the only motive power that takes us far and safely. And A teacher who

reads out loud lifts you to the level of books. He gives you the gift of reading. Finally, Then there are the other students. They

don't read. The ramifications of the word "meaning" fill them with terror...A life without books. A life without answers. And

soon, a life without questions. Daniel Pennac

Language Arts is defined broadly to include listening, speaking, reading, writing, viewing, and representing.

By the very nature of the field, this cannot be a survey course of what is, obviously, an enormous area: it can only be an introduction. This course will focus on developing the knowledge, skills, and strategies that lead to the development of an engaging, inclusive, and balanced *Language Arts* programme in the classroom. Opportunities to reflect upon your beliefs regarding learning and teaching language; your role as teacher in engaging children in communicating and searching for meaning; and the means by which you can enhance language learning in your classroom will be featured through a blend of theory and practice.

Students will be expected to participate in a broad range of experiences, including professional readings, discussion, written response, seminars, demonstrations, individualized tasks, peer teaching, and cooperative group work. Upon completion of this course, students should have an extensive repertoire of strategies and materials to use in their future practice.

OVERARCHING UNDERSTANDING

Speaking, listening, reading, and writing – the essentials of language arts – are acts of mind by which we communicate as well as construct meaning. (Meguido Zola)

Enduring Understandings

- what you believe about learning and teaching language, and what you believe about the role of the teacher, influence your decisions about the types of learning experiences that will occur in your classroom
- learning requires the active participation of the student
- learning is both an individual and a group process
- learning occurs in a variety of ways and at different rates
- students need to be engaged in language activities that are authentic, meaningful, and productive
- students need to learn strategies for reading, writing, and finding meaning

TOPICAL QUESTIONS

1. What is the relationship between reading and writing?
2. How do people learn to read and write? Which strategies do they need to develop?
3. Why do people participate in language activities? Why are speaking, listening, reading, and writing important to us?
4. Based on theories and examples of best practice, what are the components of a balanced literacy programme?
5. What about assessment and evaluation?
6. How can we support all members of our classrooms, so that each sees himself/herself as a lifelong reader/writer, who perceives reading and writing as experiences that not only bring joy, but also meaning?

REQUIRED TEXTS

- Booth, D. (1998). *Guiding the Reading Process*. Markham, ON: Pembroke.
- Fox, M. (1993). *Radical Reflections: Passionate Opinions on Teaching, Learning, and Living*. San Diego: Harcourt
- Popp, M. ((1996). *Teaching Language and Literature in Elementary Classrooms*. New Jersey: Lawrence

Erlbaum Associates.

Trelease, J. (2001). *The Read Aloud Handbook*. USA: Penguin.

Wells, J., & Reid, J. (2004). *Writing Anchors*. Markham, ON.: Pembroke.

COURSE OUTCOMES

- provide a framework for examination and reflection of personal knowledge, skills, beliefs, and attitudes pertaining to Language Arts
- deepen awareness and appreciation of the joy and power of language and its prominence in the meaning making of lived experience
- develop a rich repertoire of research-based instructional strategies appropriate to Language Arts programmes
- enhance appreciation of children's literature and other resources appropriate for Language Arts programmes
- develop a repertoire of performance-based assessment strategies
- learn ways to differentiate instruction to meet a range of learning needs
- explore relationships between theories and practices in Language Arts programmes

COURSE EXPECTATIONS

- regular attendance is expected. If you cannot attend a class, please notify the AHCOTE office. Also, please telephone or e-mail me on, or before, the day of your absence so that we can determine how you will make up the missed class. Failure to do so will result in a loss of 5% of the course mark.
- completion of assigned professional readings
- completion of written and oral assignments
- use of APA or MLA style guide for citations. References used must be cited. The layout may vary according to the requirement of the assignment
- assignments typed, double spaced, stapled, and labeled with first/last name, and course number
- assignments handed in at the beginning of the "due date" class
- spelling and grammar are correct

COURSE OVERVIEW -- (Tentative)

Session 1 – September 12: Getting Started

Where have we come from? Where are we going? How will we get there?

- Introductions and Attendance – Building a Learning Community
- Tour of School District 59's Resource Centre (11:00 – 12:00)
- Review of the Course Outline
- Classroom Essentials – Literature Circles - "The Immensity of Children's Learning", article

Readings/Assignments for Session 2

- Letter of Introduction (see Guiding Questions)
- Calkins, (1986). *The Art of Teaching Writing*. Chapters 1, 5 & 6 *Posted on FirstClass
- Fox – *Radical Reflections* – Chapters 5&6
- Popp – *Teaching Language & Literature in Elementary Classrooms* – Chapters 1& 2
- Trelease – *The Read-Aloud Handbook* – Chapters 1-4

- Read Ahead Options – Read the first chapters, and familiarize yourself with the strategies presented in **Guiding the Reading Process and Writing Anchors**
- Also, select a child for your “Student Reading/Writing” assignment. For next class you need to know the student’s grade level.

Session 2 – September 19 Lessons from Home

***Letter of Introduction Due**

What do children know about literacy when they come to school? What do we know about how children learn? How does this inform the teacher’s practice?

- Concepts about Print
- Classroom Essentials – Reading Aloud
- Unit Planning & IRP’s
- Diversity/Running Records – Kim Boettcher

Readings/Assignments for Session 3

- Calkins – Chapters 1 to 4 – Posted on FirstClass
- Fox – Chapters 1, 2, 3
- Popp – Chapter 7

Session 3 – September 26 Listening, Speaking, & Reading

How do children acquire language? How do listening and speaking influence the process of learning to read? What is reading?

What do reading theories tell us about how children learn and what are the implications for classroom practice? What motivates children to want to read, and how can that motivation nurtured?

- Dr Paul Neufeld
- Chris Alyward – Service Learning

Readings/Assignments for Session 4

- Booth – Guiding the Reading Process
- A written reflection on this reading is not required!

Session 4 – October 3 Learning to Read

What is balanced literacy? How does reading instruction look in Early Primary classrooms? ***Please Note:**

This class will begin at 10:00 at the Dawson Creek Resource Centre!

- Cueing systems
- Reading strategies
- Balanced literacy – Sue Schnyder

Readings/Assignments for Session 5

- Fox – Chapters 4 & 7
- Popp – Chapter 3 & 5
- Trelease, Chapters 5-8
- Tompkins (2005). Language Arts, pp. 71-89, Posted on FirstClass

Session 5 – October 17 Planning/Assessment and Evaluation

****Please note the time change for this week only! Class held between 9:00 -1:00****

Planning with the End in Mind! How do I assess reading and writing?

- IRP's,
- Performance Standards
- Unit Planning
- Classroom Essentials: Independent, Shared, & Choral Reading

Readings/Assignments for Session 6

- Tompkins, Chapter 9, "Reading and Writing Information" Posted on FirstClass

Session 6 – October 24 Reading to Learn

How can we support students as they make the transition from learning to read to reading to learn? What are some of the strategies

that assist students to access prior information (connect), to process and organize new learning (process), and to synthesize previous

and new information into deep understandings (transform)?

- Six Traits of Writing
- Classroom Essentials – Silent Reading
- Pathways to Understanding strategies
- Donna Bulmer

Readings/Assignments for Session 7

- Calkins – Chapters 7, 8, 10, 12 Posted on FirstClass
- Popp, Chapter 8
- Wells & Reid – Writing Anchors
- Reading/Writing Study Due

Session 7 – October 31 The Process of Writing

How do we support students as they become writers? What is the connection between reading and writing?

How is explicit

teaching of skills best accomplished? How do kids come to love writing and to see it as a way to find their voices? What are

ways to work with students in the primary, and middle school years?

- Language Arts – Late Primary
- Language Arts – Middle School Years
- Reading/Writing difficulties and strategies
- Kelly McKinney

Readings/Assignments for Session 8

- Popp – Chapters 10 & 11
- A reflection is not required

Session 8 – November 7 Language Arts Across the Curriculum

How can language and literature be used as tools to understand concepts in the content areas and to make connections among many

kinds of knowledge?

- Models of Curriculum Integration
- Strategies for comprehension/organization/presentation
- Secondary English - Jeff Mayer

Readings/Assignments for Session 8

- Fox – Chapters 10, 11, and Concluding Ideals

Session 9 – November 14 Storytelling and More

- Meguido Zola

Assignments/Readings for Session 10

- Tompkins (2005). Language Arts. Chapter 7, “The Language Arts and the Fine Arts” – Posted on FirstClass
- A reflection is not required

Session 10 – November 21 Drama, Fine Arts, and Literacy

What does literacy look like within the context of a “Fine Arts” school?

- Daniel Vecchio

Assignments/Readings for Session 11

- Tompkins – Chapters 8 & 10
- A reflection is not required

Session 11 – November 28 Poetry/Spelling/Grammar/Diversity

Readings/Assignments for Session 12

- A reflection is not required
- Unit Plan Due

Session 12 – December 5 Celebration, Reflection

ASSESSMENT TASKS – THE EVIDENCE OF YOUR UNDERSTANDING

1. Letter of Introduction: 10% – DUE: Session 2, September 19
2. Five Reflective Responses to Reading : 20%
 - Session 3, September 26
 - Session 5, October 17
 - Session 6, October 24
 - Session 7, October 31
 - Session 9, November 14
3. Book Share: (with Book Club Group) Due Date to be Determined
4. Reading/Writing Study: 20%, Due: October 24
5. Unit Plan Proposal: 5% Due: October 24
6. Unit Plan: 30% Due: November 28
7. Participation/Professionalism: 15%

CRITERIA –BASED LETTER GRADE ASSESSMENT OUTLINE

Each assessment task will be assessed using criteria developed in class and/or supplied by the instructor. The grading system described on page 247 of the Simon Fraser University calendar will be followed.

A – Exemplary: critical understanding of concepts and how they relate to the classroom, observations, inferences or implications
critically explored, strong evidence of assigned and outside reading.

B – Accomplished – some understanding of concepts and how they relate to the classroom, observations, inferences, and implications explored, evidence of assigned readings

C – Developing – some understanding of concepts and how they relate to the classroom, some observations, inferences, and implications explored, some evidence of assigned reading

D – Barely Satisfactory – limited understanding of the concepts and how they relate to the classroom, few observations, inferences and implications are poorly explored, limited evidence of assigned reading

E – Poor – poor understanding of the concepts and how they relate to the classroom, very few observations, inferences and implications are poorly explored, no evidence of outside reading

ASSIGNMENT 1 LETTER OF INTRODUCTION DUE September 19

Please write a reflective journal/paper about your experiences as a student and/or teacher of Language Arts. Your reflections should also serve as an introduction of yourself. Your response should be organized around the three areas listed below, and should be structured upon the guiding questions provided. Remember to review your course outline for the expectations for written assignments.

Part I: Introduction of Yourself

- Who are you?
- Why are you taking this course?
- In what stage of the PDP programme are you?
- What are your interests/passions?
- How do you feel about reading and writing?

Part II: Your Experiences

- What language/literacy experiences do you recall from your childhood? (positive and negative)
- What made these experiences positive or negative?
- What language/literacy experiences have you planned and taught in the classroom?
- Describe how you recall learning in Language Arts
- Do you remember any favourite books or authors?
- What did you enjoy/not enjoy about Language Arts or English class?
- How was information in these classes presented to you?
- What types of assignments/tests did you complete?

Part III: Conclusion

- How have your previous learning experiences influenced your view of Language Arts
- What do you hope to learn in this course?
- Is there anything I need to know about you in order to facilitate our work together?
- What do you want to take with you at the end of this course?

Length: Minimum of 3, no more than 5 pages please

Evaluation: Facets 1, 2, and 6 from Understanding by Design

ASSIGNMENT 2
FIVE REFLECTIVE RESPONSES TO COURSE READINGS
DUE SESSIONS 3, 5, 6, 7, & 9

Read the assigned readings carefully, thoughtfully, and critically. Highlight and annotate passages you consider important. As you read, record a list of questions and quotations. Reflect on these questions and quotations, recording your thoughts, and connections that you make. Choose a response/representation strategy from the list provided below. Bring your reflective response to class on the date that it is due. Be prepared to present your assignment to a small group (time permitting), and to turn in your assignment to the instructor. Please record the author, and chapter(s) of the readings you are working with on your response.

Reflective Response Option List

1. BEFORE/DURING/AFTER

Before you read, note the title, author, and chapter topic. Write what you know about the topic. As you read, note new vocabulary, and record your questions. After you read, list five things you learned from this chapter, adding details about each.

2. Create a commercial, advertisement, or poster, selling one main concept from this chapter.
3. Create a "Response Journal" entry with key ideas, and connections to your own experiences as a student or teacher. Add insights and new understandings, supported by excerpts from the readings.
4. Create a "Word Cluster", a "Semantic Map", or a "Mind Map" for this reading.
5. Choose one idea that you will use in your practice. Describe the idea and how you will use it in your classroom.
6. Design a book cover that represents key understandings from the readings.
7. Write a letter to the author, critiquing this chapter.
8. Use the language arts vocabulary from the reading in a creative way – e.g. a mini-dictionary, a glossary, or a sorting activity.
9. Create a series of thought bubbles with your questions about the reading.
10. Create and label an illustration that represents your learning from this reading.

Evaluation: Facets 1, 2, & 4 Understanding by Design, Rubric for Understanding

ASSIGNMENT 3
BOOK SHARE WITH YOUR BOOK CLUB
DATES TO BE DETERMINED

Using quality literature is a powerful way to engage learners and nothing recommends a book to another more

sincerely than the knowledge that someone else thoroughly enjoyed reading and experiencing that particular book. To extend your familiarity with a range of materials, for each of Sessions 2, 5, 7, & 8, one member of your book club will be responsible for sharing a book. Picture books, excerpts from novels, or poems may be selected. When it is your turn, please come to class prepared to read the selection to your Book Club, to talk about the book (poem)'s merits, and to share some ideas of how to use this in a classroom learning experience. The other members of your Book Club will contribute personal impressions and questions, as well as discuss pedagogical applications. Following the session, please display your book on the table at the front of the room, and enter the title, author, publishing information, genre, and a short paragraph that summarizes a description of the book and suggestions for classroom use.

ASSIGNMENT 4
Reading/Writing Study
Due: October 24

Purpose: This assignment is an individual piece of research, practical in nature, and designed to help you focus on various aspects of children interacting with print, and writing. As children learn to read, what can you know about how they are developing their skills? How can you know? Are their skills age-appropriate? What can you learn about children and reading, and children and writing, by conferencing with them? How do you assess reading and writing?

Task – Reading/Writing: Begin formulating plans for the Reading/Writing Study immediately. Over the next few weeks, arrange

to meet with at least two students who are at about the same age and grade, but are at different reading abilities. Your task is to

meet with each student separately for about a one hour session. Each session with the student should include:

- Introducing the student to a book or book excerpt to be read
- Completing a running record of the students' reading
- Talking about the selection, about what happened, who the characters were, why certain things happened etc.
- Asking the student to complete a writing sample about a topic of interest to him/her (one page maximum)
- Finding out how the student feels about reading and writing
- What kind of writing does the student prefer? What kind of reading does the student prefer?
- Which parts of reading/writing are easiest, hardest for the student?
- Does the student see himself/herself as a writer or as a reader?
- Does the student read for meaning? What types of cueing systems has the student used? What has the student comprehended? How do you know?
- What are the student's attitudes toward reading and writing?

Evaluate: Using the Reading and Writing Performance Standards evaluate the student's performance, and decide which levels best reflect his/her achievements. Summarize your findings.

Include (and be prepared to discuss in class) the following:

- What did you learn from the students about: children, learning, reading, helping, teaching, writing etc?
- What have you learned from this experience

Your assignment should include a profile of each student: name (changed), age, grade, date, time and place of the conference, title and source of reading selection, conference questions, copies of the running records, writing samples, and the rubrics used from the Reading and Writing Performance Standards. Also included in

your profile would be the answers to the questions listed above. Conclude your summary with an analysis of your findings. How would you use this information to further the students' learning? What have you learned from the students about: children, learning, reading, helping, teaching, writing etc? What have you learned from the experience of this assignment? Reference your learning to citations from course readings.

This assignment should be a minimum of 6 pages in length, not including the running records, writing samples, and the rubrics. Please ensure that you include a bibliography of the sources you have used.

Evaluation of the Study: Based on the inclusion of the criteria listed above, plus facets 1, 2, & 3 of the Understanding by Design Rubric.

ASSIGNMENT 5
THE UNIT PLAN
DUE: NOVEMBER 28

Purpose: The primary purposes of this assignment are:

- to help you consolidate what you have learned (both practical strategies and, just as significantly, the theoretical underpinnings of sound Language Arts pedagogy) and
- to provide you with a resource that will be useful to you and your colleagues in teaching your Language Arts curriculum in a sound and coherent manner.

Task:

- choose a theme, a genre, an author, or a subject area
- select the age/grade level(s) of students
- collect a variety of books that may provide the basis of your unit – fiction, non-fiction, poetry, picture books, novels, etc.

You are to create a unit of study that provides a clear emphasis on the language arts (listening, speaking, reading, writing, viewing, and representing). Your unit should also include:

- the overarching understandings that you expect the students to gain (based on IRP Learning Outcomes. These should be listed in your rationale).
- the essential questions that will be considered by the learners
- the specific knowledge, skills, and strategies to be taught
- the modes of assessment and evaluation. How will students show their understanding and learning (performance tasks, evidence of learning)? What criteria will be used? How will it be determined?
- an outline of 4 to 6 learning activities, each with learning outcomes, connection to the overall theme/ understanding, an emotional “hook”, specific strategies and skills being taught, teaching strategies being used, materials required, and assessment strategies that link to the learning outcomes and that provide students with feedback to move towards deeper understanding.
- full bibliographic references
- a self-assessment of your unit, based on the criteria listed above

Models of unit plan design will be examined in class, but you will need to design a plan that works for you and is, at the same time, explicitly clear and concise to the reader.

****Unit Plan Proposal: One Page in Length Please!**

The purpose of submitting a proposal is to provide you with some feedback about your plans before you spend a lot of time on your unit. In your proposal, please include a brief rationale, the overarching understanding, and essential questions of your unit, the type of end of unit performance task the students will be completing, some of the lesson topics and learning outcomes, and some of the books you and the students will be using.

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