

**SIMON FRASER UNIVERSITY  
SUMMER INTERSESSION 2008**

**EDUC 472-4  
DESIGNS FOR LEARNING: ELEMENTARY LANGUAGE  
ARTS  
(D100)**

**Gayle Beavil  
Office: EDB 9508**

Monday & Wednesday 8:30-12:20 pm in RCB 6125

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**PREREQUISITE:** Educ 401/402.

My goal is to help you understand the theoretical bases of language arts practice and the ways one can apply these in the classroom. I want to help you gain knowledge about the strands of language arts, learn the basics about what a “balanced” language arts program would look like, and how you could begin to implement one in your elementary classroom. You will become more familiar with the Language Arts IRP, learn many strategies for teaching and planning language arts (with emphasis on oral language, reading and writing), and finish the course with a broader knowledge base, a repertoire of strategies and some helpful resources.

**10% PARTICIPATION IN CLASS ACTIVITIES & GROUP PRESENTATIONS** – ongoing

**40% IN CLASS WRITING** – 2 projects which will go from draft to final copy, based on feedback:

- Balanced Language Arts Program – 25%
- Introduction letter to parents – 15%

**25% LITERATURE ASSIGNMENT**

Bring 5 children’s books to class to discuss and share

May 7: Picture book (Social Responsibility)

May 14: A pair of books on one IRP science topic -- one fiction, one non-fiction

May 21: A pair of books on one IRP socials topic – one fiction, one non-fiction

May 28: Realistic fiction

June 4: Picture book (fractured fairy tale)

Hand-in:

- a. a class set of an annotated bibliography of the books (one page in total)
- b. one page summary of each book(s) explaining what grade level you would likely use the book(s) with, what qualities make it a good choice for classroom use, and two activities you could develop from the book(s) (noting the pre-reading, during reading and post-reading activities) that would address PLO’s for that grade level.

**25% INTEGRATIVE UNIT**

Choose a science or social studies topic from the IRP at the grade level you are most hoping to teach. You will employ the basics of “backward planning” and design a basic integrative unit for language arts; you will list some theme-related language arts activities pertaining to the 6 strands, and create one fully developed lesson plan for the oral language, reading and writing strands.

**READINGS AND TEXTS:**

Required text: Language Arts Essentials, G.E. Tompkins, (2006) Publisher: Pearson Education, Inc., ISBN: 0-13-172006-6

I may also be distributing some readings and handouts via email. I will be asking you to locate and download the BC English Language Arts K-7 IRP (if you "Google" BC IRP you will see the link there) that will be needed in class. I will be trying to limit the amount of paper distributed in class and each of you will be responsible for printing your own copies of required materials and bringing them to each session.

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:  
[http://www.educ.sfu.ca/ugradprogs/student\\_resources/index.html](http://www.educ.sfu.ca/ugradprogs/student_resources/index.html)

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