

**SIMON FRASER UNIVERSITY
FALL SEMESTER 2006**

*will be graded in
1064 Semester*

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

****A course to be taken in conjunction with
Education 401/2 and 405 in the Literacy Module
see note at the end of this course description

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COURSE DESCRIPTION:

This course is designed for teachers who are interested in creating rich, stimulating and effective language arts programs in the elementary classroom.

This course will extend the themes under discussion in the Literacy module and involve students in a broad range of activities and experiences - professional readings, discussions, written responses, seminars, demonstrations, individual and group tasks. Student will have opportunities to examine the relationship between theory and practice, to reflect critically on their beliefs about the role of the teacher and the nature of good language arts teaching and to develop a set of sound principles to guide their work with children.

TOPICS

1. our literacy journeys and the role literacy plays in our lives
2. issues in literacy instruction: i.e. fundamental beliefs about effective practice, "balanced literacy," meeting the needs of diverse learners, minority language learner, creating a climate for literacy learning, assessment that informs instruction
3. language acquisition
4. contexts for literacy instruction
5. comprehension, response and creation of text
6. six strands of Language Arts: listening, speaking, reading, writing, viewing and representing.
7. implementation experience that examines the effects of literacy initiatives

REQUIREMENTS

1. regular attendance and participation
2. completion of assigned professional readings
3. completion of short written assignments
4. completion of an inquiry project that explores and reports on an aspect of literacy teaching and learning that is of personal interest. Completion of this project will result in the creation of a portfolio that may include reflections on readings, lessons taught, observations of children, student work samples etc., profile of a learner, description of an effective Language Arts Program.

Required Readings

Strickland, Dorothy S. Galda & Cullinen (2004) Language Arts - Learning and Teaching, Thomson, Wadsworth Publishers. 2004 ISBN: 0534567460

Articles as supplied by the instructor.

Plus selected readings from the following:

Reading focus:

Allington: What Really Matters for Struggling Readers
 Booth: Even Hockey players read
 Daniels: Literature Circles
 Hart-Hewins & Wells: Better Books! Better Readers!
 North Vancouver School District: Reading 44
 Harvey & Goodvis: Nonfiction matters
 Harvey & Goovis: Strategies that Work
 Miller: Reading with meaning
 Taberski: On Solid Ground
 Tovani: I read it but I don't get it
 Tovani: Do I really have to teach reading?

Writing Focus:

Atwell: Coming to know
 Atwell: Lessons that change writers
 Calkins: The art of teaching writing
 Chapman: Weaving webs of meaning
 Graves: A fresh look at writing
 Portalupi & Fletcher: Craft Lessons
 Portalupi & Fletcher: Nonfiction craft lessons
 Reid, Schultze & Petersen: What's Next for this beginning writer?
 Wells & Reid: Writing Anchors

****Note:** This course is to be taken in conjunction with Education 401/2 and 405.
 Scheduling: PLEASE SEE ATTACHED TIMETABLE FOR SPECIFIC DATES

Every attempt has been made to create a shedule that will maintain the integrity of Education 401/2 and 405 and to keep the load manageable for students. Here is what we propose to do:

- Spread the 48 contact hours throughout both semesters
- Meet outside Education 401/2 and 405 class time
- Keep a regular pattern of meeting on alternating Thursdays so that students can plan for this routine
- Take care to simplify the scheduling on the course days so that students are freed from a burden of preparation

Specifics of scheduling during Education 401/2

- We would meet for 8 three hour sessions from 3:00 - 6:00 during Education 401/2
- During Education 401/2 these meeting days will be organized as follows: Student teachers will be on field trips with focused observations during the morning. They will debrief their observations on campus during the afternoons. Education 472 course will start close to 3:00 and end at 6:00. This schedule frees the ST

from preparation requirements on days they have Educ. 472

- On October 20, the Provincial Pro-D Day, we propose to meet for 6 hours of Educ. 472. We would like to invite school associates to attend with their student teachers for literacy workshops on this day. While this is still “officially” 401/2 time, it has been an established practice for FA’s to present workshops throughout the province on this day.

Specifics of scheduling during Education 405

- We would meet for 6 sessions during Education 405. Three sessions will be held prior to students’ extended practicum when they have on-campus days.
- The session during students’ extended practicum would be held following a mini-module meeting when students are on campus for the afternoon.
- We would meet for 2 four hour sessions at the end of Education 405 for formal sharing of literacy learnings.

Education 472 Assignments

Due for the start of class Sept. 22: reflect on your personal literacy experiences with parents, teachers, books, writing and the role of literacy in your life. You may choose to write in prose, poetry, You will present this to a small group. This assignment may be brief 1-2 pages.

Due Nov. 14: Describe the philosophical perspectives of one of the classrooms you visited. What belief paradigm is the teacher operating from? Offer support for your statements with concrete examples. Compare and contrast your emerging literacy perspectives with this paradigm. This assignment should be limited to about 2 pages.

Due Dec. 8: In your school placements, do a reading inventory and Running Record on 3 children. What do you observe about their reading behaviors? If you were teaching these children what would you work on over the next month? How would you address their next learning goals. This assignment should be limited to 1 page for each student you are considering.

Due for presentation April 23: Select 5 books of varied genres - (poetry, traditional literature, fantasy, non-fiction etc)

- a. Present the books to a small group summarizing the content and qualities. Describe the book, why you chose it and how you used it in the classroom to enhance literacy.
- b. Accompany this presentation with a hand-out for the class. Write a paragraph summary of each book briefly describing the content and the appropriate grade range, identifying the qualities which make it a good choice for use in the classroom, and outlining the possibilities the book offers to develop children’s language, knowledge and understanding.

Due April 30: Select an aspect of Language Arts for a focus in your placement classroom. Develop an inquiry plan and a course of action to implement the program initiative that you have selected. Select 5 - 10

artifacts that represent your key learnings as you undertake this initiative. Write a paper explaining your learnings and identifying the important understandings and principles which will guide your work as a language arts teacher.

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