

SIMON FRASER UNIVERSITY

Faculty of Education

**EDUCATION 385-4
SPECIAL TOPICS: WHOLE LANGUAGE**

Summer Session, 1989
(July 4 - August 11)
Wednesday/Friday
1:00 - 4:50 P. M.
Location: MPX 7600B

Instructor: J. Wells

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)

PREREQUISITE: EDUC 401/402 or equivalent.

PURPOSES

The purposes of this course are to help beginning and experienced teachers

- a) understand the theoretical foundations on which whole language instruction is based, and
- b) develop practical strategies for a whole language instruction approach throughout the classroom curriculum.

OBJECTIVES

Students in this course will:

- 1) understand the theoretical and research foundations of the whole language approach;
- 2) become familiar with a variety of instructional strategies for implementing a whole language approach;
- 3) become familiar with strategies for assessing children's language and evaluating individual progress in a whole language program;
- 4) clarify personal beliefs about the teacher's role in a whole language program;
- 5) be able to articulate a rationale for using a whole language approach in their own classrooms, supported with examples from current educational literature and classroom practices.

OUTLINE OF TOPICS

What is literacy? How do we grow into literacy?
Theoretical and research foundations of whole language Instruction
Principles of whole language instruction
Developing meaning through oral language — with special reference to informal talk, discussion, storytelling and drama

Developing meaning through reading — with special reference to the emergent reading process, reading aloud, individualized reading, and literature-based reading instruction
Evaluation and record-keeping in a whole language approach

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. The instructors will complement the investigation of whole language principles with the modeling of whole language teaching strategies.

REQUIRED READINGS

- Atwell, N. (1987). *In the Middle: Writing, Reading & Learning With Adolescents*. Heinemann, ISBN 0-86709-163-0.
- Booth, D., Swartz, L., & Zola, M. *Choosing Children's Books*. Pembroke, ISBN 0-921217-12-9
- Hansen, J., Graves, D., & Newkirk, T. *Breaking Ground: Teachers Relate Reading and Writing in the Elementary School*. Heinemann, ISBN 0-435-08219-1.
- Jaggar, Angela & Smith-Burke, M.T. *Observing the Language Learner*. IRA/NCTE ISBN 0-87207-890-6.
- McCormick-Calkins, L. (1988). *The Art of Teaching Writing*. Heinemann, ISBN 0-435-08246-9.
- Meek, M. (1988). *How Texts Teach What Readers Learn*. Thimble Press, ISBN 0-903355-23-X.
- Routman, R. (1988). *Transitions: From Literature to Literacy*. Heinemann, ISBN 0-435-08467-4.
- Trelease, J. *The Read-Aloud Handbook*. Penguin, ISBN 014-046-727-0
- Waterland, L. (1985). *Read With Me: An Apprenticeship Approach to Reading*. Thimble Press, ISBN 0-903355-175
- Weaver, C. (1988). *Reading Process and Practice: From Socio-Linguistics to Whole Language*. Heinemann, ISBN 0-435-08444-5.
- Wells, G. *The Meaning Makers*. Heinemann, ISBN 0-435-08247-7.

Throughout the course, the instructor will suggest related additional articles and books.

COURSE REQUIREMENTS

- Attendance and participation in all aspects of the course
- Completion of assigned professional readings
- Completion of oral and/or written assignments
- Completion of professional journal

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FACULTY OF EDUCATION**

in collaboration with

BURNABY AND LANGLEY SCHOOL DISTRICTS

will be offering an exciting new course
focusing on

**The Theory and Implementation
of
'Whole Language'**

January to June, 1989.

**WHOLE LANGUAGE: THEORY AND IMPLEMENTATION
Education 385/407**

Instructors: Pat Holborn, Sessional Instructor, SFU; U. Vic.
Meguido Zola, Associate Professor, SFU
Susan Montabello, Program Co-ordinator, SFU

Whole language in its essence goes beyond the simple delineation of series of teaching strategies to describe a shift in the way in which teachers think about and practise their art.

Sharon Rich, 1985

The purposes of this six-month integrated package are to help teachers

- a) understand the theoretical and research foundations on which the whole language approach is based;
- b) articulate a personal philosophy of whole language;
- c) develop, implement and evaluate whole language strategies both in language arts and theory and pedagogy of whole language strategies both in language arts and throughout the classroom curriculum.

The package consists of a four-credit course in the theory and pedagogy of whole language and a five-credit classroom-based implementation practicum.

These two components will be integrated into a six-month ongoing inservice program consisting of coursework sessions, seminars, small-group support meetings, peer observations and individual consultations with the inservice associate.

The instructional team will work together to ensure that coursework and practicum activities are complementary.

Education 385-3 explores the theoretical and research foundations of whole language and critically examines current classroom practices associated with a whole language approach.

Students in this course will:

1. understand the theoretical and research foundations of the whole language approach;
2. become familiar with a variety of instructional strategies for implementing a whole language approach;
3. become familiar with strategies for assessing children's language and evaluating individual progress in a whole language program;
4. clarify personal beliefs about the teacher's role in a whole language program;
5. be able to articulate a rationale for using a whole language approach in their own classrooms, supported with examples from current educational literature and classroom practice.

During this course teachers will be expected to develop their own rationale for whole language through readings, writing, and discussion. *Evaluation in this course is based on the SFU grading system.*

Education 407-5 is an implementation practicum in which teachers develop one or more aspects of the whole language approach in their classrooms with support from an inservice associate and colleagues.

Students in this course will:

1. develop, implement and evaluate one or more whole language projects designed around an area of interest;
2. participate in self-evaluation and classroom program evaluation with the support of the inservice associate;
3. participate in peer observations and group support activities;
4. attend and participate in regular seminars with the inservice associate and course participants.

Activities in Education 407 will be aimed at helping teachers develop strategies for continuing their professional development in whole language beyond the scope of the course. Peer support and supervision, sharing of ideas and collaborative problem-solving will be facilitated. *The practicum is graded on a pass/withdraw system.*