



### Course Outline

#### **EDUC 4011—Facilitating a Comprehensive Literacy Program at the Elementary Level**

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Office hours: Tuesday, 11am – 1pm; Wednesday, 11am – 1 pm; Thursday, 1pm – 3pm  
Room; CE 313

Course Schedule: Friday, 8:30 am to 11:30 am

#### **Course Overview**

This course will focus on strategies, methodology and concepts of teaching and assessing language arts at the elementary level. In this course, you will focus on the formation of core beliefs and an underlying philosophy to guide the design and implementation of a balanced literacy program in the elementary classroom. The course also explores the nature of pedagogy in the English Language Arts, the prescribed provincial curriculum and effective teaching strategies in the elementary literacy classroom. Topics to be addressed include learning modalities, co-operative learning strategies, and strategies to teach writing and reading. Technology and cross-curricular literacy will also be an integral part of this course.

#### **Course Objectives**

This course is a core requirement for those Bachelor of Education students specializing in elementary education. The course will prepare prospective teachers to integrate the Nova Scotia Curriculum guides into the classroom to promote a holistic, cross-curricular learning experience for their students. This course is to be completed before the students complete the Practicum in an elementary school setting. On completion of this course pre-service teacher candidates will demonstrate the following:

- **An understanding of the changing nature, principles and competing theories of language and literacy learning in the elementary grades**
- **An understanding of the interrelated processes of literacy learning specifically as it pertains to reading and viewing, speaking and listening, writing and other ways of representing**
- **A knowledge of the Nova Scotia Program of Studies for the English Language Arts and its use as a guide for planning a comprehensive literacy program**
- **A knowledge and skilful use of teaching strategies in the English Language Arts**
- **An understanding and practical skill in authentic assessment of and for learning in the English Language Arts**

- **An understanding of the potential of children’s literature to enhance literacy in the elementary classroom**
- **A commitment to inclusive and generative approaches to literacy practices based on a sensitivity for the pedagogical relationship**
- **A commitment to reflective practice and continuing professional development in Language Arts teaching and learning**

Topics:

1. The Guiding Theories and Principles of Language and Literacy Teaching and Learning
2. Nova Scotia Program of Studies for English Language Arts: Planning Instruction with Curriculum Support Documents and Resources
3. Language Development and the Elementary Learner
4. Literacy Across the Curriculum
5. The Reading Process - Instruction and Assessment
6. Children’s Literature and Reader Response
7. The Writing Process –Instruction and Assessment
8. Representation – spoken and written language, visual , drama, music, movement, multi media and technological production
9. Planning and Organizing the Literacy Classroom
10. Nurturing a Reflective Practice and Commitment to Professional Growth

Required Texts

Bainbridge, J., Heydon, R., & Malicky, G. (2008). *Constructing meaning: Balancing elementary language arts.* (4 th. Ed.). Toronto, ON: Nelson Education.

Van Manen, M. (2002). *The tone of teaching: The language of pedagogy.* (2<sup>nd</sup>. Ed.). London, ON: Althouse Press.

The following texts are available on-line, will be distributed in class, and/or are on reserve in the library:

Teaching in Action Grades 4-6: A Teaching Resource – Nova Scotia Education

Active Young Readers 4-6L Assessment Resource – Nova Scotia Education

[http://www.ednet.ns.ca/index.php?t=sub\\_pages&cat=17](http://www.ednet.ns.ca/index.php?t=sub_pages&cat=17)

Primary Program: A Teaching Resource –validation draft – February 2008.

(Many of the documents on the Nova Scotia Education website are available by mail free of charge or may be downloaded for free - other documents are available on EdNet and are password protected. A

Username and Password will be made available to students who request them as part of their course research.)

**Assignments and other Course Requirements:** The descriptions below are brief and more detailed descriptions will be given in class in the form of a handout.

Given the compressed time frame of the course, you should be aware that reading assignments and workload will be concentrated and that due dates and assignments will come up very quickly. Please let me know immediately if you are experiencing unusual difficulties with respect to due dates.

1. WITOT: Who is the One Teaching?

- A. **Rationale:** *“Awareness in teaching often comes first by teachers becoming aware of their beliefs, which are largely artifacts of their histories as students.”* (Course Text, p. 21)

This assignment will enable teacher candidates to engage in the reconstruction of their own experiences as individual literacy learners, to conduct a critical analysis of their literacy history to date, and consider implications for classroom practice.

**Your Task:** Using the software at <http://www.readwritethink.org/materials/graphicmap> or any other media/program of your choice, create a 1-page visual representation of the significant events/influences/experiences, and ‘high/low’ points in your own literacy history to date. You may find it helpful to refer to the example in Fig. 1.3 on p. 31 of the course text. Use the Guiding Questions 1-4 (also provided on p.31) to *think critically* about your graphic map. Prepare to present and discuss your map with your colleagues in class during the second class in Week 2. 10%

2. Lesson Plan/ Teaching Strategies/ Connections to Curriculum Documents

You will develop a detailed lesson plan and the strategies you would employ to engage the elementary school learner. You will show the specific curriculum outcomes on which you will focus throughout the lesson.

There will time allotted for you to share your lesson plan and any resource materials you develop in the planning of the lesson.

A brief proposal will be submitted for approval and comment. You will share your lesson idea with the class.

30%

3. Professional Reading and Research:

The goal of this assignment is to familiarize you with the professional and research publications available to you as a teacher of literacy. You will research an issue in Language Arts teaching and learning using at least three (3) articles from recent publications.

20%

4. Children's Literature:

There is a rich and varied body of children's literature that allows for engaging and challenging literature to support and supplement what is found on curriculum lists. You will be given an opportunity to select a children's book and design an activity or teaching strategy for the book. We will share our findings in class.

15%

5. Final Reflection Paper:

During our last class you will be given time to reflect upon the course content. You will be given a choice of questions and/or prompts concerning the challenges and promises of teaching. You will be asked to reflect on what you have learned about teaching ELA in the elementary classroom. You will be asked about your personal learning goals that will better prepare you for the realities of the elementary classroom.

25%

**Attendance:** The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities.

Because the course is experiential in focus, and because assignments will draw from in-class activities and discussion, failure to attend regularly and/or on time will have an adverse effect on your course grade.

Please notify me by e-mail or leave a message with the School of Education office staff if you must miss a class for compassionate reasons, illness or religious observances.

Consistent with University policy on evaluated tasks, I require acceptable documentation if assignments/evaluated tasks are missed due to absence. Students are responsible for any missed materials and when acceptable documentation is received a mutually acceptable alternate arrangement for evaluation will be made. Penalties may be incurred unless alternate arrangements are made prior to the student's absence.

Code of Student Behaviour:

All students should read carefully the section in the University calendar pertaining to "Ethical Behaviour in Academic Matters". This information can be found at:

[http://www.cbu.ca/cbu/Calendar/Calendar\\_2007\\_2009/pdfs/calendar\\_07-09.pdf](http://www.cbu.ca/cbu/Calendar/Calendar_2007_2009/pdfs/calendar_07-09.pdf)

Please be respectful of the instructional space with regard to cell phones, music players, notebook computers or any other device that may be distracting for you, your colleagues or me. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

#### Course Schedule and Tentative Plan

DATE	TOPIC	READINGS/REMINDERS
Friday, May 7 <sup>th</sup>	Introduction Course Syllabus Being a Pedagogue  "Who is the One Teaching?"	Reading "The Tone of Teaching"  Reading Chapter 1: Introduction to Language Learning
Friday, May 14 <sup>th</sup>	The Pedagogical Relation: <i>The Tone of Teaching</i> Competing views of Literacy Learning Nova Scotia Program of Studies for ELA – an introduction	Reading Chapter 2: Language Development and Oracy  WITOT- Graphic Maps due for presentation
Friday, May 21 <sup>st</sup>	Presentations with NSTU/School Observation	Reading Chapter 3: Early Literacy
Friday, May 28 <sup>th</sup>	Research in Elementary Literacy- Ron Rooth Librarian  Language Development and understanding early literacy	Choose a Research Topic  Reading Chapter 4: The Nature and Assessment of Reading Reading Chapter 5: Balanced Reading Instruction

Friday, June 4 <sup>th</sup>	Balanced Reading Instruction	Choosing a Children's Literature book Reading Chapter 6 : Reading Strategy development
Friday June 11 <sup>th</sup>	The Reading Process-Instruction and Assessment	Reading Chapter 10: Children's Literature for the Classroom
Friday June 18 <sup>th</sup>	Children's Literature	Choose lesson idea/teaching strategy Reading Chapter 11: Responding to Literature
Friday June 25 <sup>th</sup>	Children's Literature	Sharing Children's literature titles and teaching strategies Reading Chapter 8: The Process of Writing
Friday, July 02 <sup>nd</sup>	The Writing Process/Representation	Reading Chapter 9: Assessment and Conventions of Writing
Friday, July 09 <sup>th</sup>	The Writing Process/Representation	Reading Chapter 13: Planning and Organizing LA Programs  Present Research Findings, submit paper
Friday July 23 <sup>rd</sup>	Planning and Organizing the Literacy Classroom	Sharing Lesson Plans and Strategies Reading Chapter 7: Literacy Across the Curriculum
Friday July 30 <sup>th</sup>	Literacy Across the Curriculum	Sharing Lesson plans and Strategies
Friday, August 06 <sup>th</sup>	Final Reflection Papers- nurturing a reflective practice	

#### Final Note

This syllabus is only a plan. While we will adhere to the major goals, many of the topics, activities and discussions are negotiable. It is my hope that this course will meet your specific needs. I want to allow you to explore your vision of teaching, and share my vision of teaching with you. I trust my vision will be compelling and you will give it the attention that I will be giving yours.