

Western Education

Transforming Education. Transforming Lives.

EDUC 5173

Elementary School Language Arts – Primary/Junior

Instructors:

Rachel Heydon, Course Coordinator

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Office Hours: by appointment

Schedule:

Section 002: Tuesday, 4:30-6:30pm (Room 2035)

Section 003: Monday, 8:30-10:30am (Room 2035)

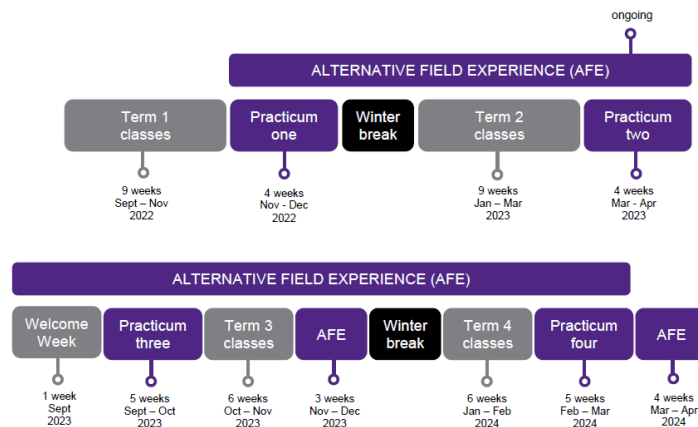
Section 004: Monday, 10:30am-12:30pm (Room 2035)

Program Context:

This is a **PJ Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Elementary School Language Arts (EDUC 5173)

An overview of teaching and learning in the English Language Arts for the elementary school grades with attention to speaking, listening, reading, writing, viewing, and representing. Course content focuses on appropriate pedagogies, the design and implementation of language arts curricula, and on critical issues and research in these areas. 2 hours per week, full year, .5 credit.

The course is designed to provide opportunities for candidates to acquire and demonstrate: 1. knowledge of key literature and curriculum documents pertinent to language arts teaching and learning including Ontario Ministry of Education and Ontario College of Teachers documents; 2. knowledge of the six language arts (i.e., reading, writing, listening, speaking, viewing, and representing) and how a diversity of children may acquire them; 3. how to plan for language arts learning opportunities in the classroom using a variety of pertinent resources (including provincial programmatic curricula) from school entry to the end of the junior grades; 4. knowledge of multiliteracies pedagogy including multimodal pedagogy, pedagogies for the support of culturally and linguistically diverse learners, and literacies across the curriculum; 5. knowledge and appreciation of a range of pertinent children's literature and how to integrate it into the classroom curriculum; 6. knowledge of asset-oriented, inclusive, and emergent curricular approaches to language arts teaching that are based on children's funds of knowledge and interests; 7. knowledge of a range of classroom-based, authentic language arts assessment practices and how these can inform curriculum and pedagogy; 9. knowledge of reflective practice within language arts teaching; and 10. the ability to effectively communicate the above.

Required Readings

Heydon, R., McTavish, M., & Bainbridge, J. (2021). *Constructing meanings: pedagogies for literacies K-8* (Seventh edition). Toronto: Nelson/TopHat

(Please note that this updated edition is significantly different from past editions.)

Ministry documents as indicated below. All Ministry of Education and Ontario College of Teachers resources for required and optional reading are available online.

Number of Credits: 0.5

Number of Weeks: 18

Week 1:

- Navigating The Course Site
- Review of Course Syllabus
- Introductions
- Considering our own Language Arts experiences

Learning Activities

Type	Name	Description
Reading	Article: Through the Lens of a Critical Friend (Educational Leadership)	http://www.ascd.org/publications/educational-leadership/oct93/vol51/num02/Through-the-Lens-of-a-Critical-Friend.aspx

Assessment Activities

Type	Name	Description
Formative	Other Weekly	Discussion Participation
Assessment	Activity(ies)	Professional Language Arts Portfolio Artifact

Week 2: Introduction to Language and Literacy Education

- Introduction to Literacy in Contemporary Times
- Introduction to The Ontario Curriculum: Grade 1-8: Language
- The Kindergarten Program, 2016

Learning Activities

Type	Name	Description
	Constructing Meanings (7 th Edition), Chapter 1	
	Optional Text to Text Connections:	
	Literacy for Learning, Chapter 2 pp 5-9 (Check text patterns and features for these Ministry reference texts)	
Reading	The Ontario curriculum Grades 1-8 Language (2008)	
	The Kindergarten Program (2016)	
	The Call to Action of the Truth and Reconciliation Commission (2015)	
	Indigenous Languages Act (2019)	

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 3: Planning in Language and Literacy Education

- Planning and selecting materials
- Grouping, scheduling and organizing the learning environment
- Planning for diversity and inclusion

Learning Activities

Type	Name	Description
Reading	Constructing Meanings, Chapter 2	

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact
		Graphic Literacy Life Map Due

Week 4: Language Learning and Oracy

- Overview of English Language Acquisition and Oracy for a Diversity of Learners in Ontario Classrooms
- Language systems
- The Purposeful Nature of Language
- Social Context of Language Learning
- Oral Language in the Classroom

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 3
	Optional Text to Text Connections	
		The Kindergarten Program, pp 64-74, 181-194
Reading		Literacy For Learning, Chapter 8
		Guide to Effective Literacy Instruction, Grades 4 – 6, Vol. 4 Oral Language
		Many Roots (pp. 19-22)
		Supporting English Language Learners: A Practical Guide for Ontario Educators

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 5: Early Literacies

- Introduction to the concept of early literacies
- Literacy Pedagogies with/in Early Childhood including to support phonological awareness and concepts of print"
- Assessing Early Literacies

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 4
	Optional Text to Text Connections	
Reading		The Kindergarten Program, pp 194-214, pp

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 6: The Pleasures of Literacy

- Children's Literature, Culture & Identity
- Critical Literacy
- Supporting Learners' Transitions as Readers
- Roles of picture books, myths/fairy tales/fables, poetry and information books

Learning Activities

Type	Name	Description
Reading		Constructing Meanings, Chapter 5

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact
		Professional Portfolio Submission #1 Due

Week 7: The Nature and Assessment of Reading

- Perspectives on Reading
- Reading Assessment
- Assessment with Reading Pedagogies

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 6
		Optional Text to Text Connections
Reading		The Ontario Curriculum Grades 1-8 Language (2006)
		Growing Success (2010), pp 5-26

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 8: The Nature and Assessment of Reading

Assessment Strategies

- Observation
- Conferencing
- Work samples

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 6
	Optional Text to Text Connections	
Reading		The Ontario Curriculum Grades 1-8 Language (2006)
		Guide to Effective Literacy Instruction Grades 4-6, Volume 2 Assessment, pp 15-25

Assessment Activities

Type	Name	Description
		Discussion Participation
		Professional Language Arts Portfolio Artifact
Formative Assessment	Other Weekly Activity(ies)	Running Record Assessment Activity Due

Week 9: Reading Pedagogies

- Phonics in the service of meaning
- Explicit and implicit; incidental and systematic pedagogies
- Reading pedagogies

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 7
	Optional Text to Text Connections	
Reading		A Guide to Effective Instruction in Reading, Kindergarten – Grade 3
		A Guide to Effective Literacy Instruction, Grades 4-6, Volume 5

Reading

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 10: Pedagogies to Foster Strategic Reading

- Strategic Reding
- Word Solving
- Graphophonic Cues
- Structural Analysis
- Reading Comprehension

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 8
	Optional Text to Text Connections	
Reading		A Guide to Effective Instruction in Reading, Kindergarten – Grade 3
		A Guide to Effective Literacy Instruction, Grades 4-6, Volume 5 Reading, Chapter 9

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact
		Practicum Literacy Debriefing Experiences with Self Assessment Due

Week 11: Pedagogies to Foster Strategic Reading

- Strategic Reding
- Word Solving
- Graphophonic Cues
- Structural Analysis
- Reading Comprehension

Learning Activities

Type	Name	Description
Reading		Constructing Meanings, Chapter 8
	Optional Text to Text	

Connections

A Guide to Effective Instruction in Reading, Kindergarten – Grade 3

A Guide to Effective Literacy Instruction, Grades 4-6, Volume 5 Reading

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 12: The Process of Writing

- The Process of Writing and Composing
- Writing Technologies
- Forms of Writing
- Conducting a Writing Workshop
- Writing Resources
- Social Interaction in the Writing Process

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 9
	Optional Text to Text Connections	
Reading		Guide to Effective Instruction in Writing, Kindergarten to Grade 3
		Guide to Effective Literacy Instruction, Grades 4-8, Volume 6 Writing
		"Writer's Workshop" at eworkshop.on.ca

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 13: The Process of Writing

- The Process of Writing and Composing
- Writing Technologies
- Forms of Writing
- Conducting a Writing Workshop
- Writing Resources
- Social Interaction in the Writing Process

Learning Activities

Type	Name	Description
Reading		Constructing Meanings, Chapter 9
		Optional Text to Text Connections
		Guide to Effective Instruction in Writing, Kindergarten to Grade 3
		Guide to Effective Literacy Instruction, Grades 4-8, Volume 6 Writing, pp.18-28
		"Writer's Workshop" at eworkshop.on.ca

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 14: Assessment and Conventions of Writing

- Assessing Writing
- Spelling Pedagogies
- Conventions of Writing (Grammar, Punctuation, Capitalization)
- Handwriting
- Keyboarding and Technology

Learning Activities

Type	Name	Description
Reading		Constructing Meanings, Chapter 10
		Optional Text to Text Connections
		Guide to Effective Instruction in Writing, Kindergarten to Grade 3
		Guide to Effective Literacy Instruction, Grades 4-8, Volume 6 Writing

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact
		Professional Portfolio Submission #2 Due

Week 15: Assessment and Conventions of Writing

- Assessing Writing
- Spelling Pedagogies
- Conventions of Writing (Grammar, Punctuation, Capitalization)
- Handwriting
- Keyboarding and Technology

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 10
		Optional Text to Text Connections
Reading		Guide to Effective Instruction in Writing, Kindergarten to Grade 3
		Guide to Effective Literacy Instruction, Grades 4-8, Volume 6 Writing

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 16: Responding to Efferent Texts

- Language and Thinking, Responding to Informational Text and Non-Fiction
- Text structures
- Writing and Learning

Learning Activities

Type	Name	Description
		Constructing Meanings, Chapter 11
		Optional Text to Text Connections
Reading		Guide to Effective Literacy Instruction Grades 4-6, Planning and Classroom Management.
		Volume 3: Planning and Classroom Management

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

Week 17: Responding to Aesthetic Texts

- Reader Response
- Responding with Love

Learning Activities

Type	Name	Description
Reading		Constructing Meanings, Chapter 12

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation

Week 18: Consolidation Class

Assessment Activities

Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Discussion Participation Professional Language Arts Portfolio Artifact

This course meets the following Competencies:

1. Key Literature & Curriculum Documents: knowledge of key literature and curriculum documents pertinent to language arts teaching and learning including Ontario Ministry of Education and Ontario College of Teachers documents.
2. Knowledge of Six Language Arts: knowledge of the six language arts (i.e., reading, writing, listening, speaking, viewing, and representing) and how a diversity of children may acquire them.
3. Language Arts Learning Opportunities: how to plan for language arts learning opportunities in the classroom using a variety of pertinent resources (including provincial programmatic curricula) from school entry to the end of the junior grades.
4. Knowledge of Multiliteracies Pedagogy: knowledge of multiliteracies pedagogy including multimodal pedagogy, pedagogies for the support of culturally and linguistically diverse learners, and literacies across the curriculum.
5. Range of Pertinent Children's Literature: knowledge and appreciation of a range of pertinent children's literature and how to integrate it into the classroom curriculum.
6. Children's Funds of Knowledge & Interest: knowledge of asset-oriented, inclusive, and emergent curricular approaches to language arts teaching that are based on children's funds of knowledge and interests.
7. Authentic Language Arts Assessment: knowledge of a range of classroom-based, authentic language arts assessment: practices and how these can inform curriculum and pedagogy
8. reflective Practice within Language Arts: knowledge of reflective practice within language arts teaching;
9. Ability to Effectively Communicate: the ability to effectively communicate the above.

Assessment and Course-Specific Grading Policies:

All assignment expectations for in-class Portfolio artifacts, out of class Educator Statements and the Final Assignment must be completed satisfactorily to pass the course. When absent, you are expected to: Email your instructor before class, complete missed Portfolio artifacts, and submit the artifacts by the following class. By a third absence, an additional make-up assignment may also be assigned.

<p>Due:</p> <p>Ongoing</p>	<p>Professional Language Arts Portfolio</p> <p>To demonstrate your attainment of the course outcomes, including your understandings of the readings and connections from theory to practice and to reflect on your language arts education learning in fulfillment of the competencies, you are asked to create a portfolio. This portfolio of work will be done in-class and sometimes outside of class time. The portfolio work is expected to be completed weekly. Submission format will be given by your instructor. Twice during the year, you will be asked to submit your portfolio online. It should include an Educator Statement expressing your learning in Language Arts, linking your understandings to the readings, lecture and, in January, to your practicum experience. Assessment criteria will be shared in class.</p> <p>Weeks 1-5 Due Class 6 Week of October 17th, 2022 (a 500 word Educator Statement)</p> <p>Weeks 6-13 Due Class 14 Week of January 30th, 2023 (a 750 Word Educator Statement)</p>
<p>Due:</p> <p>Ongoing</p>	<p>Discussion Participation</p> <p>To demonstrate your attainment of the course outcomes, candidates must engage in all required weekly discussions and logs.</p>
<p>Due:</p> <p>March 14</p>	<p>Final Professional Language Arts Assignment:</p> <p>This assignment is designed to provide you with the opportunity to synthesize and demonstrate your understandings of the course content, readings, class activities, your practica and other related teaching experiences, and other sources of professional learning in language arts teaching and learning toward your fulfillment of the competencies. To provide an authentic task, you will choose whether you are communicating with a principal who is interviewing you for a teaching position or with the parents of your future students. You will describe the Language Arts program you intend to establish in your own classroom. You may choose from a variety of multi-modal approaches to communicate your intentions – an interview statement, script, a powerpoint, an audio/video presentation, etc. Include a reference list linking your program to the course readings and lecture. When using a quotation, please include a complete citation). This assignment will be submitted on-line. (Equivalent to 750 words).</p> <p>Evaluation: Evaluation criteria will be shared in class.</p>

Teaching Resources:

Learning Supports Hub

theteachercandidate.com/learning-supports

Course-Specific Resources

Required Text:

Heydon, R., McTavish, M., & Bainbridge, J. (2021). Constructing meanings: pedagogies for literacies K-8 (Seventh edition). Toronto: Nelson/TopHat

(Please note that this updated edition is significantly different from past editions.)

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus Services & Resources:



**Health and
Wellness**

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



**Indigenous
Services**

Indigenous.uwo.ca



**Student Accessibility
Services**

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



**Financial
Assistance**

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at
eduwo@uwo.ca