

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EDUC 420		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Designs for Learning Elementary Language Arts															
Course Short Title: Elementary Language Arts															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Teacher Education													
Calendar Description: Introduces theory and pedagogies required to teach B.C. English Language Arts (ELA) in elementary/middle schools. Explores Western and Indigenous approaches to teaching and assessing ELA. Highlights the importance of a balanced literacy program enriched by children's and young adult (YA) literature that integrates multimodal resources and learning experiences through an inquiry framework.															
Prerequisites (or NONE):		Admission to the Bachelor of Education.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	40							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connection to practicum	
Lecture/seminar	20														
Tutorials/workshops	40														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 8, 2021													
Faculty Council approval		Date of meeting: November 4, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: January 27, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply knowledge of a balanced literacy program in elementary/middle school classrooms to planning.
2. Accurately apply the B.C. English Language Arts K-7 curriculum to long- and short-term literacy planning.
3. Design engaging lessons for diverse learners utilizing a variety of teaching strategies and multimodalities to enhance students' development in the six strands of ELA: listening and speaking, reading and viewing, and writing and representing.
4. Apply research-informed formative and summative literacy assessments for oral language, reading, and writing.
5. Use quality children's literature to teach critical literacy skills on current topics of diversity, equity, decolonization, and social justice.
6. Teach literacy pedagogies (read alouds, phonological awareness activities, literature circles, etc.).
7. Design a connected literacy lesson plan that is engaging, developmentally appropriate, and aligned with the B.C. ELA curriculum.
8. Integrate language and literacy across the curriculum.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

Reflection (20%), lesson plans (40%), group presentations (20%), and skills assessment (20%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	McTavish et al	Meanings: Pedagogies for Literacies K-8	2022
2. Textbook	Allington	What really matters when working with struggling readers	2013
3.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Literacy in contemporary times, multiliteracies, ethics in literacy education, literacy within the Canadian context
- Learning and literacy as a socio-cultural process
- Components of a balanced literacy instruction, conditions for effective literacy learning
- Six strands of ELA: listening, talking, reading, viewing, writing, and representing as the active construction of knowledge
- The big ideas, learning standards, and recommended assessment tools of the B.C. Language Arts curriculum
- Oral language as the foundation for literacy instruction, teaching and assessing oral language development
- Using and responding to children's literature (picture books, novels, poetry, nonfiction, etc.)
- Development stages of reading and writing development
- Early literacies (play-based pedagogies, phonological and phonemic awareness, phonics instruction, early literacy assessments)
- Reading assessments (e.g., running records and miscue analysis, reading comprehension strategies) that inform instruction
- Reading pedagogies (read aloud, shared, guided, independent reading, literature circles, reader response to aesthetic/efferent texts)
- Teaching and learning strategies that support reading for comprehension and meaning
- Writing pedagogies (modeled, shared, guided, writer's workshop), writing genres, the writing process, technologies for writing and representing, formative and summative writing assessments
- Diversity, decolonization, and inclusion in literacy and language arts teaching
- Lesson planning and unit planning in ELA
- Resources available for teaching English Language Arts
- Language, literacy, and thinking across the curriculum
- Multimodal literacy