

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 431		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Designs for Learning Secondary English Language Arts															
Course Short Title: Secondary English Lang. Arts															
Faculty: Faculty of Education, Community, and Human Development		Department: Teacher Education													
Calendar Description: Introduces pedagogical concepts and skills necessary for the effective teaching of secondary English language arts (including English First Peoples) using the B.C. Ministry of Education curriculum. Focus is placed on expressive (writing, speaking, representing) and receptive (reading, listening, viewing) techniques to enhance literacy.															
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>25</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>45</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	25							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connection to practicum	
Lecture/seminar	20														
Tutorials/workshops	25														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> 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: May 6, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 17, 2022													

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

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

- Demonstrate familiarity with the B.C. English language arts curriculum (including English First Peoples).
- Articulate the connections between expressive and receptive language skills.
- Incorporate Indigenous pedagogies, content, and resources into English language arts lessons in a respectful manner.
- Develop skills in planning lessons and units specific to English language arts.
- Address issues of equity, diversity, inclusion, and decolonization through the design of lessons for English language arts.
- Integrate diverse literature into lessons for English language arts.
- Develop strategies to assist struggling readers.
- Create a wide variety of assessment tools specific to English language arts with super-diverse learners in mind.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments: connected lesson plans (40%), reflection (20%), in class teaching (20%), and group presentation (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	Fletcher	Teaching Literature Rhetorically	2018
2. Online resource	BC Ministry of Education	BC English Language Arts curriculum	2021
3. Textbook	Fletcher	Writing Rhetorically	2021

Course Content and Topics (example topics)

- The place of English language arts in secondary schools
- Who am I as a learner?
- Text features and structures including:
 - Form, function, and genres of text
 - Elements of visual/graphic texts
 - Narrative structures found in First Peoples texts
 - Protocols related to ownership of First Peoples oral texts
 - The legal status of First Peoples oral tradition in Canada
- Multimodal writing strategies including:
 - Metacognitive strategies
 - Writing processes
 - Multi-modal reading strategies
 - Oral language strategies
 - Presentation techniques
 - Multi-media presentation processes
- Language features, structures, and conventions
 - Elements of style
 - Usage and conventions
 - Citation techniques
 - Literal, figurative, and inferential meaning
 - Literary elements and devices
 - Exploration of voice
 - Media techniques
- Reconciliation in Canada
- The evolution of language
- Appropriation and reclamation of voice
- New Media functions including:
 - Advocacy
 - Community building
 - Propaganda
 - Manipulation
- Creative spoken genres