

**A DESCRIPTION OF
ELEMENTARY LANGUAGE ARTS CURRICULUM AND INSTRUCTION
IN CANADIAN PRESERVICE TEACHER EDUCATION**

BY

PATRICIA GAY SADOWY

**A thesis submitted to the Faculty of Graduate Studies
in partial fulfillment of the requirements for the degree of**

DOCTOR OF PHILOSOPHY

**Ph. D. in Education Department
Faculty of Graduate Studies
University of Manitoba
Winnipeg, Manitoba**

© December, 2004

THE UNIVERSITY OF MANITOBA
FACULTY OF GRADUATE STUDIES

COPYRIGHT PERMISSION PAGE

**A Description of Elementary Language Arts Curriculum and Instruction in
Canadian Preservice Teacher Education**

BY

Patricia Gay Sadowy

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University
of Manitoba in partial fulfillment of the requirements of the degree
of**

DOCTOR OF PHILOSOPHY

PATRICIA GAY SADOWY ©2004

Permission has been granted to the Library of The University of Manitoba to lend or sell copies of this thesis/practicum, to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film, and to University Microfilm Inc. to publish an abstract of this thesis/practicum.

The author reserves other publication rights, and neither this thesis/practicum nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the present study was to investigate and describe several facets of preservice courses involving the teaching of curriculum and instruction in language arts at the elementary level in Canadian faculties of education. Chapter One presented the reasoning behind the investigation, while Chapter Two described the contextual background of the study as well as parallel research on the topic. Chapter Three presented the methodology wherein LA C&I course syllabi were collected from accredited faculties of education across Canada and, along with brief surveys completed by the course instructors, analyzed by means of content analysis. A description of and rationale for the methodology were also provided in that chapter, as well as a detailed description of the coding instruments developed for the analysis. Chapter Four presented an analysis of the data, showing results for each section of the coding along with brief discussions of certain sections. Inter-rater reliability of the coding was also presented.

This final chapter begins with a review of the “The State of Language Arts Curriculum and Instruction in a Canadian Context” based on the results of the present study. Some limitations of the study are then examined along with some of the knowledge I gained about the act of researching. The chapter ends with suggestions for further research.

The State of Language Arts Curriculum and Instruction in a Canadian Context

When I proposed the present study, I had naively hoped that I would eventually be able to derive the best way to plan an LA C&I course. I recognize now the impossibility of such a task: There is no best way, no perfect version of this course. Like any other teaching, the goodness of a course is highly context dependent and the measures of goodness are many, varied, and often not knowable, certainly not at the time of the course or in its immediate aftermath. The value of the study lies in the options it offers to instructors as we create our courses and the syllabi that represent them. More precisely, the value of the study lies in the relative options: Anyone charged with the teaching of an LA C&I course knows much of the content in the area, but by making use of the results of the present study, one could make professional decisions in light of the decisions made by colleagues doing parallel work. While ultimately one may decide not to follow what others across the country have been doing, knowing what they have been doing can serve as a guide. One can plan one's teaching with the actions of others serving as supports for one's own judgements, whether one adopts others' choices or consciously acts in opposition to them.

In this section of Chapter Five, I discuss the status of Language Arts C&I across Canada, presenting conclusions based on evidence from the results of the present study, largely following the order of the Main Coding Instrument that I developed and used in the analysis. Because demographic data are largely not optional, I do not discuss them here; rather, I look only at course contexts. I then discuss conclusions in terms of theoretical orientations, readings, in-class activities, topics, and student assessment.

Following the discussion of the status of LA C&I, I briefly address the need for celebrating diversity wherein I call for increased mentorship and networking, and for an ongoing critique of the work in the field.

Conclusions Concerning Course Contexts

Changing course contexts is difficult because such changes depend on an institution's overall programming and on funding. Furthermore, because contextual changes have very far-reaching repercussions, they must be considered by all parties involved. They must usually be proposed by an entire faculty and supported by a superior governing body such as a university senate. If one wishes to make a large contextual change such as, for example, bringing student enrollment in a C&I course in line with national figures (between 21 and 40 students per section, in parallel with class size in two thirds of the country's courses in the present study) or changing the level(s) and/or mode(s) of courses, one should expect such change to be slow. However, if one wishes to make a smaller change such as, for example, attempting team teaching (to parallel nearly a third of the C&I courses in the country, as evidenced by the present study), or changing from a single to a full-year term, one could expect that sort of change to be much faster as it would affect fewer people, and could, in fact, be temporary. Findings from of the present study could serve as one set of evidence to be considered in institutions for any type of change at the faculty level.

Conclusions Concerning Theoretical Orientations

In terms of theoretical orientation, an instructor could use the appropriate section of the coding instrument to gauge his or her own orientations to language acquisition, to the teaching of language arts/literacy, and to the teaching of preservice C&I, using as evidence a recent or upcoming syllabus. If the instructor agreed with the validity of the instrument, he or she could then ask whether or not orientations as evidenced did in fact match intentions and gauge whether the words used in a syllabus disguised or betrayed those intentions.

Carter and Anders (1996), in presenting the framework upon which the present analysis of pedagogical orientations was based, cautioned that

[T]hese orientations represent clusters of ideas rather than clearly distinguishable categories. At the edges of each orientation, there is frequently a blending with aspects of other orientations. Moreover, individuals may often find kinship with more than one orientation, depending upon the issue at hand. (p. 559)

Carter and Anders were referring to their own set of orientations, pedagogical in nature, but what they say holds true, too, for the theoretical underpinnings of both language acquisition and language arts/literacy orientations. There is nothing to say that any one tendency within any of these sets of orientations is bad or better than another in and of itself. Any orientation is only as useful as the guidance it provides for decision making. There are times to align with a theoretical ideal and times to enact an alternative as a flexible response to a particular situation in a particular context. One runs the danger, however, that without any conscious awareness of one's intended signposts, one's

teaching can become so multidirectional as to appear directionless. Students, the preservice teachers themselves looking for a philosophical core, can be left to feel quite lost in classrooms where orientations are not overtly part of the curriculum.

Conclusions Concerning Textual Materials

The selection of textual materials will continue to pose difficulties for instructors. One example of a problematic area is the Internet, which makes available hundreds of valuable web sites for LA teachers. One must ask, however, whether or not, in spite of their obvious practical utility, information on these web sites is a viable substitute for C&I textbooks and other required readings. Ought certain web sites to become the required readings? Over 90 percent of the courses in the present study required textual material and over half of the courses recommended material. What do textbooks offer that cannot now be fulfilled by the plethora of electronic materials available? Before selecting specific materials, an instructor first has to make the decision whether or not to expect a required text, as did nearly 40 percent of the instructors in the present study. What will be the purpose of a selected item? How will it be used? Perhaps a monograph, as required by well over 60 percent of the instructors, would be a better choice.

Nearly one fifth of the syllabi in the present study required a package of readings and over two fifths required the reading of journal articles. Currently, instructors are beginning to take advantage of increasingly accessible innovations such as online journals and electronic reserve materials, but whatever the medium, instructors need first to find such materials themselves, review them, and integrate them appropriately into the entirety

of their courses. While new technologies make some work faster and easier, they do not take away the need for instructors to read widely, to keep up to date with materials, and to select critically and purposefully from the vast offerings.

Instructors also have to decide about the use of government curricular materials. In the present study such materials were required in nearly three quarters of the courses. If such materials are required, how will they be incorporated into the course? What rationale might one reasonably offer against their use, and does that reasoning outweigh possible benefits?

Children's literature was a requirement in fewer than half the syllabi in the present study. Instructors need to think carefully about this expectation. As with every other expectation, the presence of children's literature signals importance and its absence signals lack of importance. One can certainly include literature in a course without requiring that specific items be read by an entire class; however, instructors not actively using children's literature might expect to account to their preservice students concerning its absence.

The entire area of national origins of textual materials is also one worthy of consideration. It is becoming increasingly easier to find viable survey textbooks and monographs that are Canadian or "Canadianized" (see Appendix I). With more Canadian choices available, instructors might be faced with the need to defend the requiring of instructional materials from any other countries. In terms of children's literature, only about one tenth of the syllabi in the present study named Canadian children's literature as required or recommended. Considering the abundance of excellent material available, to

neglect or deny its use in LA C&I courses seems to be a serious oversight. Again, instructors choosing children's material from other nations ought to be able to provide solid reasoning for doing so. Like all other aspects of course creation, each item of textual material in a course requires considerable decision making. This decision making can be aided by information such as that resulting from the collective decisions of the instructors in the present study.

While the present study was able to identify that over 60 percent of the very most popular materials were Canadian, this was merely an encouraging indication of a possible trend. The vast majority of the material, over and above those few items that were most popular, were not Canadian. As a national body of teacher educators, we have our work cut out for us, not only in using Canadian materials with our students (whenever those materials promise or prove to be worthy) but also in creating Canadian C&I materials for the use of others. A few of us are doing so, as evidenced in Appendix I, but there is room within our professional landscape for more such materials. Creating and advocating worthy Canadian journal articles will also support this effort to legitimize a national voice in teacher education.

Conclusions Concerning Selection of In-Class Activities

Almost all of the courses in the present study were delivered via a traditional route—that is, courses were offered in classrooms located on university campuses as opposed to being held in elementary school settings. Despite the many reasons in favour of the former, advantages could accrue from the latter. Instructors might benefit from

considering options beyond traditional models. As evidenced in the present study, small pockets of innovation did exist. Current instructors might investigate the success of alternate delivery models and, if they perceive them to be successful, take the risk of implementing parallel initiatives in their own jurisdictions.

Similarly, even within the regular classroom, university instructors might look for alternate activities beyond lecturing, class presentations, demonstrations, group activities, and discussions, the five most popular activities identified in the present study. Surely there is still an important place in teacher education for these time-honoured activities. Surely, too, some instructors have found many, interesting ways to implement these activities. When reduced to their basic form, as occurs in a content analysis, and when removed from the context of daily teaching, it is impossible to recognize variety within common activities. I suggest, too, that some of the homogeneity related to the in-class activities section of the present study may be due to the fact that there is a limited number of activities that can be carried out in a classroom context. Although the specifics of how one instructor might organize certain activities would likely differ from the specifics of another, the same label for the activity might be used on a general document such as a course syllabus. Much of the homogeneity related to activities may have resulted from the fact that these preservice courses occurred in the context of university classrooms and suffered from logistical and institutional constraints, whether real or assumed. While variety existed for some instructors, others might serve their students better by supplementing their course offerings with some of the in-class activities less evidenced in the present study. These include making presentations in various media (audio, video,

film, computer, or television), inviting guest speakers, holding on-site visits, introducing roleplaying, problem solving, case studies, and sharing children's literature selections, or involving students in workshop activities.

Conclusions Concerning Selection of Topics

Perhaps more than anywhere else in course planning, it is in the consideration of topics that the influence of individual instructors makes itself felt most strongly.

Individuals focus on topics they hold most dear and this phenomenon is likely the one that was at play during the development of the syllabi analyzed in the present study.

Sometimes, however, an instructor's main interests may not best meet the needs of preservice teachers. Instructors might take note of the results of the present study to see how their own topical choices correspond.

Among the major topics evidenced in over half of the syllabi in the present study were: government curriculum, instructional planning, approaches to instruction, general assessment, theory and research, and children's literature. The first three directly match the definition of the course in that these topics would be expected in any course labelled "curriculum and instruction." The only deviation from the course definition itself would be the specification that the curriculum studied be that of the provincial government.

Individual instructors might not personally support the direction of the provincial government, but whether or not that gives them the right to abdicate covering it is a decision each has to make and support on his or her own. Does professional autonomy allow instructors to avoid expectations that have so wide an implication on the future of

preservice teachers? As mentioned in Chapter Four, it seems reasonable to me that an instructor help preservice teachers become aware of expectations set forth by the government, because that same government will certify those teachers and will expect them to teach its curriculum. The expectation seems all the more reasonable in provinces where education graduates ultimately teach in the province where they were educated, a situation which, I contend, characterizes most, if not all, provinces, at least for a novice teacher's initial years of service.

Assessment is integral to any instructional approach and to all planning. Integral, too, is an understanding of all the modes of language, their distinctions as meaning-making processes, their various functions, and their interrelationships. Six modes of language multiplied by a seemingly endless array of assessment expectations and possibilities can make learning to teach language arts appear to be an insurmountable task.

Where other subjects such as social studies or science appear much more orderly, divided into more or less discrete units for each grade, language arts is much more fluid, subjective, and context-dependent. It is huge and amorphous. A key aspect of the job of an elementary teacher of LA is to give language learning a shape so that children can find it do-able, meaningful, useful, and enjoyable. The job of a teacher educator is to help teacher candidates learn to shape this subject. Many preservice teachers come to LA C&I with questions such as: What are the ten best grammar rules to teach in grade five and how do I teach those ten "in a fun way"? What books should I read aloud to my grade threes? How do I teach essay writing to grade sevens? They expect precise, concrete

answers. Most are filled with trepidation when given the answer: It depends. Solid instruction concerning approaches to language arts instruction can help preservice teachers begin to look positively on the subject, providing them with a starting point for making sense of it.

For many, however, the fear tends only to increase, at least initially, when informed that the answers to their flurry of questions depend in part on theory and in part on research as it supports or refutes theory. More than half of the instructors in the present study overtly included theory and research within their courses. Preservice teachers need to reach a point in their development where they come to understand that the goodness of an answer depends on the teacher and the teaching context. Many viable answers lie in others' documents (e.g., textbooks, professional journals, teachers' resource books), but preservice teachers need to learn, too, that they themselves must internalize a set of beliefs to gauge the goodness of ideas they find or create. Initial gauges will understandably be more practical in nature: Will the children like this lesson? How long will it take? Will I be able to find the necessary materials? Practical concerns are essential, but finding answers to those will likely become increasingly automatic. Eventually, preservice teachers must be supported to move beyond the concern of day-to-day survival to the goal of having explicable, theoretical rationales for the decisions they make, and ultimately, to the goal of having theoretical integrity as well as effective practice.

The topics of government curriculum, instructional planning, approaches to instruction, general assessment, and theory and research appeared as the core topics

selected by instructors in the present study, along with children's literature, a vehicle for instruction, and arguably the most important classroom resource for language arts teachers. All the other topics surely have a place, but these key topics are the instructor's main responsibility. If preservice teachers have an overall structure and a belief system to support it, they will be well equipped to make sense of the ideas they continue to access throughout their careers, to cope with the various new expectations that will be put upon them, to continue their learning, and to involve themselves in research endeavours in their own classrooms and schools.

Conclusions Concerning Assessment of Preservice Teachers

The results of the present study strongly suggest not only that assessment is important as a topic for preservice teachers, but that a variety of assessment methods is being used in LA C&I courses across the country. Opportunities for sharing, whether by face-to-face meetings of LA C&I instructors or by the dissemination of future research, could provide a wealth of reasoned, practical information about the spectrum of available assignments and the specifics of their implementation, including specific assessment criteria. What are the strengths and weaknesses of different assignments? How do others introduce projects such as writing personal literacy histories, or analyzing case studies, or creating cross-curricular unit plans?

Presentations, in-class activities, group projects, and end-of-term exams were the most popular assessment activities used by instructors in the present study, each in evidence in over half the syllabi. These results, however, while useful guideposts, are

overly general and need to be supplemented with specific detail: What kinds of presentations do your students do? How do you group them for presentations or other projects? How do you assess the marks of multiple groups presenting at the same time? How do you conduct peer assessments? In grading, is a degree of subjectivity something to eliminate or something for which to strive? None of these questions or issues about preservice assessment has one, right answer any more than preservice teachers' questions have one right answer. I nonetheless contend that instructors would benefit from hearing the views and experiences of others, just as our students benefit from discussing their views and experiences concerning the teaching of children.

An area of tremendous importance for the future of the field might be instructors' discussions concerning exams. The present study indicated that over half the syllabi included end-of-term exams (or tests or quizzes) as methods of assessment, virtually all of them scheduled as part of class activities. In only 6 of the 110 syllabi (5.5%) was there any overt indication of time set aside for in-class review to prepare for these particular assessments and in only 1 of the 110 syllabi (0.9%) was there any indication of in-class review after that assessment. Given the seemingly contradictory nature of involving preservice teachers in a practice largely discredited for use with children, what might the legitimate reasons for continuing to use examinations? As discussed in Chapter Four, practices for adults and children do differ, and, as well, some instructors may disagree with the discrediting of testing as a form of assessment. Either way, instructors could benefit from sharing their views on the matter.

Celebrating Diversity

Planning a course (and its attendant syllabus) is an act that is idiosyncratic and context dependent. An individual instructor's physical workplace, with its varied constraints, plus the varied expectations of administrators, colleagues, and students, exert pressures. An individual instructor's history, including his or her academic advisors and other mentors (especially important as one often inherits their courses, and with them their syllabi), exerts some pressures, though these may seem less direct. Whoever teaches language arts will give the subject a unique shape based on a veritable Rubik's cube of factors including, as well as the above, his or her own experiences learning and teaching language(s) and language arts, his or her philosophy of teaching and learning, his or her energy and commitment, other professional and personal responsibilities, background, and cultural values.

While the present study indicates some clear trends in C&I course offerings across the nation, it also indicates diversity. Besides the diversity attributable to individual instructors, it is important to realize, too, that Canada itself is incredibly diverse. It is a vast territory filled with cultural differences, most of them with linguistic implications. All of this diversity is challenging, but it gives our country an exciting vibrancy. While some commonalities in a course are useful, such as a strong foundation built upon an understanding of approaches to instruction supported by increasingly coherent theoretical orientations, differences are also useful. Teachers need a vast variety of knowledge, more than can be learned by any one teacher and more than can be learned in any single course. The combination of teachers in an elementary school educated in different institutions

and different provinces provides a rich blend of perspectives and strategies to the children there. No teaching will exactly match every need, but diversity in teaching has a better chance of meeting diverse needs as it adds interest and depth to our collective consciousness.

Any diversity within the results of the present study can serve as a reminder of why teacher education has become part of the institution that is the university. Universities have long been characterized by the openness of their agendas. They do not serve any one interest group, but instead serve as sites for the advancement and celebration of knowledge, a goal applicable to faculties of education and to courses in language arts. Throughout the past decade there has been a great deal of effort expended on the practice of mass testing for teachers, particularly in the United States, with the passing of particular tests as requisites for certification (see Chapter Two). While no teacher educator would want to see an incompetent teacher candidate gain certification, many do not want either the imposition of rigid, artificial, standardized tests that threaten to reduce the quality of what is being taught. Nationwide mandating of a single textbook with practice test drills is not the route to teacher competence any more than it is the route to children's genuine literacy development. The best route may be to follow the lead of Donald Murray who advocated, "We should be seeking diversity, not proficient mediocrity" (cited in Rief, 1992, flyleaf).

Diversity in language arts curriculum and instruction courses can be a viable route to serving our nation's children. One healthy way to increase discussion and perhaps counter the neglect of diversity through restrictive testing regimes is to promote

mentorship and networking among instructors. Mentorship and networking are especially important so that instructors who want support, particularly novices, do not work in isolation. Such relationships can be valuable not to reduce or infringe upon the autonomy of new instructors, nor to imply that their contributions are lesser, but to provide a forum for the mutual sharing of instructional ideas and contextual details with which to bolster instructional decisions.

Over and above the need to support individuals as they embark upon teaching ventures is the need for an ongoing, collective critique of our work. Starting with what is known, as evidenced by the results of the present study, Canadian instructors of LA C&I can move toward a critique of existing models and methods. What are the merits in the types of teaching that is done? What are the weaknesses? Which of our differences help our field and which do it harm? We need to find ways to invite many voices into these conversations, and we need to find as many ways as we can to talk about our work, not only to refine practical details, but to revisit overarching purposes, to keep current our collective notion of what our work means and why it is important.

Limitations

In considering the various limitations of the study, I examine three different aspects: (a) limitations of content analysis as a method of inquiry; (b) methodological limitations of the study, essentially some of the problems with my enactment of the research method, including problems related to the survey of instructors; and (c) problems related to inter-rater reliability.

Limitations of Content Analysis

It has been said that “[t]he single most significant weakness of content analysis is locating messages relevant to the research question” (Chadwick, Bahr, & Albrecht, 1984, p. 244). I do not feel that this was the problem in the present study. While I might have sought different “messages” (e.g., every page from instructors’ lecture notes, all overhead transparencies and wall charts) none of these existing message types would have revealed as comprehensive a view of the national endeavour in LA C&I as was revealed by the analysis of course syllabi. The syllabi were of an appropriate length that 110 of them could be analyzed within the scope of this study. There was a similarity among them, directed by their purpose and audience. Had different message types been selected, it may not have been possible to cope with samples from as many different sources. The study might then have had more depth, but would have lacked the breadth I was seeking.

It might be argued that the choice of content analysis as a methodology was poorly made. The major argument against this method is that content analysis is both decontextualized and reductionist, denying the fact that a syllabus is only one part of a curriculum and the view that a curriculum is not something given or transmitted or taught but something lived. Furthermore, a syllabus does not tell anything about what occurred before or after the writing of it, nor anything about the enactment of it. As with any content analysis, the present study is static rather than dynamic. It is a study of written products and does not investigate the processes by which the products came to be created. Looking at a syllabus from only one year removes it from the history of which it is a part. Where has this syllabus come from? What will become of it? How has the shape of the

current syllabus evolved? While the answers to such questions might hold more drama than the answers presented in the present study, one must realize that these questions are different questions, not the intended terrain of the research. The method I chose was appropriate and useful, and was, in fact, intended to take aspects of the courses out of their contexts and to reduce them to some commonalities. This was necessary so that they could be sorted, compared, and counted. The results tended to be rather general and expected, but even if such results had been hypothesized beforehand, they could not have been known definitively. The present study provides a definitiveness to what might otherwise have been common but unfounded assumptions.

The present study was intended as an initial foundation, a starting point for dialogue, and not as a fixed view of the only important aspects of the work that is happening or would ever happen in the field of language arts. Looking at courses via content analysis gives insight about the state of the nation's instruction, somewhat in the way that carrying out a biopsy indicates the illness or wellness of an organism, or in the way that DNA analysis can provide a perspective on the history and future of an organism or a species. The data, however, provide only indications, suggestions, possibilities. In somewhat the same way that a knowledgeable and skilled doctor is needed to make sense of a patient's laboratory results, language arts C&I practitioners are needed to make sense of the data presented.

At no point did I make the claim that any particular behaviour was representative of *all* courses. Clearly, there is not one, essential set of language arts content nor any instructional practices exclusive to language arts curriculum and instruction courses.

Clearly, too, there is not one, essential set of Canadian content nor any explicitly Canadian practices. Canada is diverse and language arts is diverse. Results are always to be considered as multi-faceted, evidence of a variety of forces that are historical, geographic, cultural, political, and, as well, idiosyncratic in relation to the instructor. Even within the French contexts, for example, there are varied views within Quebec and a plethora of minority views such as Acadian, Franco-Ontarian, and Franco-Manitoban, to name but a few.

This study establishes a status quo of content and methods in LA C&I courses. It does not present all aspects of context. One cannot examine everything at once, particularly when surveying complex material across an entire nation. The present study provides a picture of intended outcomes rather than actual outcomes. Nonetheless, those intentions are important. A course syllabus is a contract between instructor and students, one that cannot be changed lightly. A syllabus is not intended to be the full record of lived experience nor the set of plans for every possible eventuality; rather, it serves as an instructor's ideal intentions to guide the instructor and students and to give a sense of order and purpose to all involved.

Methodological Limitations of the Study

This section outlines some of the limitations evident in the conducting of the present study. In essence, it might be considered as a delineation of what I learned about research by undertaking the study. One intends to learn about the substance of one's research, but one can also learn about the process. My learning from my mistakes will

certainly help me to avoid such mistakes in future research undertakings, and my mentioning of these mistakes here might deter another researcher from making similar ones. Though some of the practices included below have been mentioned in Chapter Four, I reiterate them here:

1. Initially, when collecting syllabi, I was probably not assertive enough in my pursuit of department heads or instructors. I might have followed up sooner and I could have contacted individuals by telephone to inquire about the status of my request. I think this would have been especially important at the department head phase of data collection. As it stands, some institutions did not participate, and therefore some LA C&I instructors did not participate. Many may have been willing to do so had they known about the study.
2. For both department heads and instructors, I should have made instructions simpler. In my attempt to be clear and thorough I likely overwhelmed many busy people who felt my wordy, dense request simply looked like too much work.
3. I instituted a small pilot study with an initial draft of my coding instrument as part of the refinement process of that instrument, using several existing syllabi I had gathered previously. I should also have piloted my survey, sharing it with several instructors I knew before implementation. In a full pilot study one should not only refine the content of any instrument one is developing, but should try out its implementation and analysis. Had I been more attentive to the act of coding, I may have been able to create a more efficient instrument. Efficiency is certainly important for the primary researcher, but also for any other rater(s) whom one

intends to invite to share the task.

4. Another limitation was my own knowledge, general and specific, about C&I courses and programs. I created the coding instrument based on my own knowledge and my own view of the world of language arts. I assumed that institutions would be similar to my own and that ways of teaching and preparing syllabi would be similar to my own. While not without some foundation, this view proved to be somewhat shortsighted. After much effort in developing and then revising the coding instruments and guidelines, however, as well as providing for additional input via the Supplementary Codes Sheets (see Appendix G), I feel I accounted for a full spectrum of possibilities. If I had had more experience with content analysis, I might have been willing to develop the entire instrument *after* reading all the syllabi; however, I believed at the time that the development of an instrument independent of the data was preferable in that it would be more objective and more likely to yield higher agreement in coding between another rater and me.
5. When beginning the present study I was naively immersed in a largely unilingual world view built on experience in an anglophone culture, an anglophone school system, and an anglophone university. It may have been somewhat unfair or inaccurate to force a francophone syllabus into my preconceptions (as articulated via the Main Coding Instrument).
6. All in all, I learned that I was overly ambitious in that the present study turned out to be much too large and too detailed. While I am pleased to have results from

across Canada, which is what I initially wanted, I must admit that I did not realize how big nor how time consuming this entire project would be. The time delay from initiating the study to completing it is also a serious limitation in that results are not as current as I would have had them be.

Limitations Related to Inter-Rater Reliability

In many areas the inter-rater reliability of the present study was somewhat disappointing. It was especially in the orientations section that reliability between coders was most variable, suggesting a potential problem with the methodology. The entire coding instrument, but most certainly the section on orientations, should have been streamlined. In spite of there being some crude parallels between the various sets of orientations (as discussed briefly in the "Summary of Results" of Chapter Four), a more finely honed coding instrument and/or clearer procedures for its use might have yielded more compelling results. While some content analyses are conducted by means of computer searches for terms (see Weber, 1990), I did not consider the scope of the present study large enough for that option. I might, however, have looked for ways to make the entire procedure more efficient. If I had the opportunity to repeat the inter-rater reliability portion of the study, I would also conduct the practice sessions more thoroughly.

In general, I feel that the method of preparing lists of key items and matching those items with the words or activities in the syllabi was a valid method for determining orientations. Overall results fit sufficiently with general expectations to reinforce validity.

Nevertheless, I sensed some inappropriateness within the lists themselves. To increase content validity I might have refined the lists by having knowledgeable language arts professionals help to select the words in each list that they felt were the most salient.

As presented in Chapter Four, there was considerable difference in the orientations section between the results for the English syllabi and the results for the French, with the reliability of the former being only 56 percent, and the latter, 78 percent, a difference of 22 percent. I suggest four reasons for this. First, there were considerably more English syllabi, making it harder to sustain focus for both the researcher and the second coder. The English syllabi were also longer. The researcher analyzed 94 English and 16 French syllabi. The second coder analyzed approximately one tenth of this sample, 9 English and 3 French. The English syllabi, along with supplementary materials, averaged 12.1 pages each, whereas the French syllabi, which, as it happened through the random selection, contained no supplementary pages, averaged only 7.7 pages. Shorter syllabi were easier to deal with in the orientations portion of the coding which involved reading the entire set of an instructor's materials word for word. A third reason for the reliability being higher for the French materials could be that although both coders could read French, it was not the usual professional language for the researcher as it was for the second coder, so it is possible that both scrutinized the French syllabi with more care than the English. This issue of difference in language proficiency is exacerbated by the fact that the lists of items for all orientations were provided only in English. A final reason, of course, for higher reliability in the coding of French syllabi is that the French syllabi may have been written more clearly and thus would have been more straightforward to code.

Suggestions for Further Research

In this section of this final chapter I discuss some potential areas of investigation which I believe would be useful to follow or to supplement the present study. All of these ideas require considerable thought before they could become viable studies. Many might better be focussed more precisely, and some might be fused with other ideas to form one multifaceted study. I have not thought these out fully; rather, I present them as interesting possibilities that have occurred to me as I have been in the process of conducting and reflecting upon the present study. Viable future research considerations include the following:

1. The most important research that I feel is needed is a study of the processes by which instructors of language arts curriculum and instruction make the decisions they make in creating instructional plans and in codifying them via syllabi. While the results of the present study can indicate to an instructor the scope of decisions made in a particular year across the nation, they say nothing about how those decisions were made. A study of process would thereby complement the present study. Such research might best involve interviewing a subset of instructors to determine aspects of the decision-making process. In addition to interrogating aspects of the process of creating the syllabus, one might seek illumination concerning the way a specific course syllabus was implemented and the instructor's views regarding the effectiveness of his or her decision making.
2. A key aspect of process which is essential for a thorough understanding of the phenomena inherent in C&I courses is the rationales for the many and varied

decisions instructors make in any given year. Findings would ultimately allow access to alternative rationales offered by others charged with similar teaching responsibilities, and provide richer understandings of our field.

3. Following from investigations of instructors' rationales for their decisions would be investigations of the belief systems that instructors hold. How would instructors label their beliefs, or would they resist the notion of labelling? To what do instructors attribute their orientations and their ease or constraint in articulating them? To what degree do they feel that the courses they offer are integral to their beliefs about teaching and learning?
4. Another line of research endeavour could look at the ways institutions situate language arts C&I within programs. While most accredited teacher education institutions include some mandatory LA C&I in their programs, others have options by which teachers intending to teach at the elementary level can graduate without any language arts coursework whatsoever. What is the reasoning behind this? Reciprocally, what is the reasoning behind institutions forcing everyone to study the teaching of a subject that many hope fervently never to teach?
5. Because preservice teachers are key participants in the entire endeavour that is teacher education, a viable direction for research would be to involve these "consumers" in sharing their perceptions about the viability of instructors' decision making, whether within their own specific LA C&I course(s) or within C&I courses in general. It is ultimately for the improvement of the teaching of LA C&I (and, by extension, of language arts in elementary schools) that the present

study and future studies such as those outlined would be conducted. Because the research is *for* preservice teachers, some research activity should be undertaken *with* them. I think it would be interesting to structure and conduct a study that asked questions about LA C&I of preservice teachers just before, during, and two or three years after their programs.

6. One possible study would be to match the findings from research analyzing course syllabi using a procedure similar to the one used in the present study with findings from a study that applied the procedure followed by Craig and Frerichs (1999) in which they sought the responses of students as to what occurred in preservice C&I LA classes. Do students believe instructors are following their syllabi? How might both students and instructors account for any perceived differences?
7. In addition to gauging preservice teachers' views, it might be instructive to seek the views of other key stakeholders in teacher education, particularly those of employers and colleagues. Does it matter to a superintendent or a principal that each teacher knows about the teaching of language and language arts? Are some aspects of language arts more important than others? If classroom teachers with five or ten or fifteen years experience were to offer input into the structure and content of an LA C&I course, what input would they offer? On what bases would these stakeholders be selecting such ideas?
8. Another area of investigation that I feel would serve a need in the instructional community involved in LA C&I would be a probing into the in-class activities and assignments from the point of view of a methodological sharing. Beyond asking

what activities are carried out and the rationale behind them, one could probe to determine details about methods and their rationale. Similarly, one could probe assignment specifications and related rubrics or grading checklists. In both cases part of the reason for the probe would be to build a bank of possibilities for perusal by other instructors.

9. As an analysis of existing practice in one subject area in one country in one year, the present study invites many kinds of comparison studies, including attempts to determine trends in any or all aspects of teacher education curriculum and instruction. By its nature in establishing a status quo, the study invites investigations into the reasons for the existence of the various phenomena that are described. Further, it invites critique, and replication and/or refinement of its methodological decisions and their execution as well as their analyses. Historical studies and longitudinal studies could provide interesting views of historical changes. Comparative studies using syllabi from teacher education sites across the United States, Great Britain, New Zealand, and/or Australia, as well as sites in France, Belgium, and/or Switzerland would likely yield interesting findings. Are Canadian institutions different in any measurable ways? Should there be differences? How might one account for any differences? What can Canadians learn from the teaching of LA C&I in other countries, and, conversely, what might Canadians offer to teacher educators in other countries? Comparative investigations could stand alongside the present study to provide related information to those concerned about children's literacy development.

Conclusions

All in all, although the study was elaborate, with close attention paid to an assortment of technicalities, the overall results are nonetheless general and not unusual. The detail by which the procedure of the study was described was an attempt to ensure that it could be duplicated, but the thoroughness required within the process and the tediousness of such thoroughness is a strong indication that replication would be unlikely. Results of the inter-rater reliability at 79 percent suggest overall caution against attempts at replication without modification of the coding instrument.

Although overall results are general and say very little that is unknown about the field, they do confirm many aspects of the national picture of language arts curriculum and instruction. Many of the specific findings provide fertile ground for specific investigations both within and beyond course syllabi. All the findings provide opportunities to engage in fruitful discussion, opportunities for instructors in the field, their colleagues and supervisors, classroom teachers, and those who hope to become teachers upon completion of their preservice programs.

Language is used in almost all facets of daily life and because it is integral to knowing and to learning, the teaching of language arts is crucial not only to the development of our nation's children as competent students across the curriculum but also to their development as self-actualized individuals who are competent citizens. By extension, the potential contributions of this study to improve language arts instruction across Canada are worthy.

REFERENCES

- Access Copyright. (2004). *How to stay on the right side of the copyright law*. Retrieved June 10, 2004, from <http://www.accesscopyright.ca/compliance.asp?a=29>
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge: Harvard University Press.
- Alberta Education. (1995). *Quality teaching, quality education for Alberta students: A discussion paper for consultation on enhancing the quality of teaching*. Edmonton, AB: Author. Abstract from: SilverPlatter File: ERIC International, Canadian Education Index Item 03647452/MICROLOG No. 95-08157.
- Alberta Education. (1998). *Program of studies for English language arts, Kindergarten to grade 9: Optional implementation*. [Edmonton, AB]: Author.
- Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 33-68). Newark, DE: International Reading Association.
- Amazon.com. (2004). Review of *Language Arts: Content and Learning Package* (5th ed.) [Gail E. Tompkins]. Retrieved June 15, 2004, from <http://www.amazon.com/exec/obidos/tg/detail/-/0130746894/002-2265349-3083240?v=glance&vi=reviews>
- Amsler, M., & Stotko, E. (1996). Changing the subject: Teacher education and language arts. In F. B. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers* (pp. 194-216). San Francisco: Jossey-Bass.
- Anderson, P. S., & Lapp, D. (1988). *Language skills in elementary education* (4th

ed.). New York: Macmillan.

Anderson, R. N. (1987). Teacher preparation for the nineties. *The ATA Magazine*, 67(4), 26-27.

Applebee, A. N., Langer, J. A., & Mullis, I. V. S. (1986). *The writing report card: Writing achievement in American schools*. Princeton, NJ: Educational Testing Service.

Association of Universities and Colleges of Canada. (1998). *About AUCC: Our members*. Retrieved July 3, 1998, from <http://www.aucc.ca/en/acuindex.html>

Atlantic Provinces Education Foundation. (1996). *Foundation for the Atlantic Canada English language arts curriculum*. Retrieved July 23, 2002, from <http://apef-fepa.org/pdf/english.pdf>

Atlantic Provinces Education Foundation. (1997). *English language arts curriculum document: Entry to 3*. Retrieved July 23, 2002, from <http://www.edu.pe.ca/publications/apef/ela/entry-3/toc.asp>

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Upper Montclair, NJ: Boynton/Cook.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Toronto, ON: Irwin.

Au, K. (1993). *Literacy instruction in multicultural settings*. Toronto, ON: Harcourt Brace.

Bainbridge, J., & Malicky, G. (2000). *Constructing meaning: Balancing elementary language arts* (2nd ed.). Toronto, ON: Harcourt Brace.

Bainbridge, J., & Malicky, G. (2004). *Constructing meaning: Balancing*

elementary language arts (3rd ed.). Toronto, ON: Nelson Thomson Learning.

Bailey, B., Neil, R., Novak A., Smith, M., & McQuarrie, N. (1998). Grinding gears in the paradigm shift: A story of faculty change. *Journal of Professional Studies*, 6(1), 44-55.

Baker, L., & Brown, A. L. (1984a). Cognitive monitoring in reading. In J. Flood (Ed.), *Understanding reading comprehension* (pp. 21-44). Newark, DE: International Reading Association.

Baker, L., & Brown, A. L. (1984b). Metacognitive skills in reading. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 353-394). New York: Longman.

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays*. (C. Emerson & M. Holquist, Trans.). Austin: University of Texas Press.

Banks, J. A., & Banks, C. A. M. (Eds.). (1997). *Multicultural education: Issues and perspectives*. Toronto, ON: Allyn & Bacon.

Barnes, D. (1976). *From communication to curriculum*. New York: Penguin.

Barnes, D. (1995). Talking and learning in classrooms: An introduction. *Primary Voices*, 3(1), 2-7.

Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology*. New York: Macmillan.

Barton, D., Hamilton, M., & Ivanic, R. (Eds.). (2000). *Situated literacies: reading and writing in context*. London: Routledge.

Bean, T. W., & Zulich, J. (1990). Teaching students to learn from text: Preservice content teachers' changing view of their role through the window of dialogue journals. In

J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms*. Thirty-ninth yearbook of The National Reading Conference (pp. 171-178). Chicago, IL: NRC.

Bean, T. W., & Zulich, J. (1992). A case study of three preservice teachers' beliefs about content area reading through the window of student-professor dialogue journals. In C. K. Kinzer & D. J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives*. Forty-first yearbook of The National Reading Conference (pp. 463-474). Chicago, IL: NRC.

Bean, T. W., & Zulich, J. (1993). The other half: A case study of asymmetrical communication in content-area reading student-professor dialogue journals. In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice*. Forty-second yearbook of The National Reading Conference (pp. 289-296). Chicago, IL: NRC.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.

Berko-Gleason, J. (Ed.). (1985). *The development of language*. Columbus, OH: Charles E. Merrill.

Berkowitz, P. (1996, April). Queen's University: Revolution in teacher ed. *University Affairs*, 37(4), 13.

Berner, A., & Emery, W. (1999, January). *Secondary language arts methods 425-361B* [Course syllabus for course held January 5 to February 19 (inclusive), 1999].

[Montreal, QC: Faculty of Education, McGill University].

Berrill, D. P. & Gall, M. (2000). *Penpal programs in primary classrooms*.

Markham, ON: Pembroke.

Bigelow, B., Levine, D., & Miller, L. (Eds.). (1995). *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee, WI: Rethinking Schools.

Bishop's University. (2001). *Responsibilities of the academic staff to students*. Retrieved August 4, 2002, from <http://www.ubishops.ca/administration/acadresp.html>

Blachowicz, C. L. Z., & Wimet, C. A. (1995). Reconstructing our pasts: Urban preservice teachers' definitions of literacy and literacy instruction. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Perspectives on literacy research and practice*. Forty-fourth yearbook of The National Reading Conference (pp. 334-341). Chicago: NRC.

Bohannon, J. N. (III), & Warren-Leubecker, A. (1985). Theoretical approaches to language acquisition. In J. Berko-Gleason (Ed.), *The development of language* (pp. 173-226). Columbus, OH: Charles E. Merrill.

Bond, G. L., & Dykstra, R. (1967). The cooperative research program in first-grade reading instruction. *Reading Research Quarterly*, 2, 5-142. [Reprinted in *Reading Research Quarterly*, 32(4), 348-427]

Booth, D., Booth, J., & Phenix, J. (1994). *Assessment and evaluation: Techniques and strategies for use with children ages 5-9*. Toronto, ON: Harcourt Brace.

Booth, D., Swartz, L., & Zola, M. (1994). *Classroom voices: Language-based learning in the elementary school*. Toronto, ON: Harcourt Brace.

Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. New

York: Longman.

Bowen, B. A. (2002). Teacher testing: Advice for faculty in literature, rhetoric, and creative writing. *English Education*, 34(2), 127-135.

Brady, J. (1995). *Schooling young children: A feminist pedagogy for libratory learning*. Albany, NY: State University of New York Press.

Brandon University. (1998a). 10.9 Program for the Education of Native Teachers (P.E.N.T.). *Brandon University undergraduate general calendar 1998-1999* (p. 146).

Brandon, MB: Author.

Brandon University. (1998b). 10.10 Brandon University Northern Teacher Education Program (B.U.N.T.E.P.). *Brandon University undergraduate general calendar 1998-1999* (p. 147). Brandon, MB: Author.

Brault, L. (1966). *Bref exposé de l'enseignement bilangue au XXe siècle dans l'Ontario et les autres provinces*. [Ottawa, ON: Le Droit]

Bright, R. (1995). *Writing instruction in the intermediate grades: What is said, what is done, what is understood*. Newark, DE: International Reading Association.

British Columbia Minister of Education. (1996). *English language arts K to 7: Integrated resource package*. Victoria, BC. Retrieved December 18, 2002, from <http://www.bced.gov.bc.ca/irp/elak7/elatoc.htm>

Britton, J., Burgess, T., Martin, N., McLeod, A., & Rosen, H. (1975). *The development of writing abilities, 11-18*. London: Macmillan.

Britzman, D. P. (1991). *Practice makes practice: A critical study of learning to teach*. Albany: State University of New York Press.

Britzman, D. P. (1993). Beyond rolling models: Gender and multicultural education. In S. K. Biklen & D. Pollard (Eds.), *Gender and education*. Ninety-second yearbook of the National Society for the Study of Education, Part 1 (pp. 25-41). Chicago, IL: University of Chicago Press.

Britzman, D. P. (1995). Is there a queer pedagogy? Or, stop reading straight. *Educational Theory*, 45(2), 151-165.

Bromley, K. D. (1998). *Language arts: Exploring connections* (3rd ed.). Boston: Allyn & Bacon.

Bromley, K. D., Irwin-DeVitis, L., & Modlo, M. (1996). *Graphic organizers: Visual strategies for active learning*. New York: Scholastic.

Brown, A. L., & Palincsar, A. S. (1985). *Reciprocal teaching of comprehension strategies: A natural history of one program to enhance learning* (Tech. Rep. No. 334). Champaign: University of Illinois at Urbana-Champaign, Center for the Study of Reading.

Brown, C. (1969). Introduction. In R. Cook, C. Brown, & C. Berger (Eds.), *Minorities, schools, and politics* (pp. vii-xi). [Series: Canadian Historical Readings]. Toronto, ON: University of Toronto Press.

Brown, D. (1999). Promoting reflective thinking: Preservice teachers' literacy autobiographies as a common text. *Journal of Adolescent and Adult Literacy*, 42(5), 402-410.

Brubacher, M., Payne, R., & Rickett, K. (Eds.). (1990). *Perspectives on small group learning: Theory and practice*. Oakville, ON: Rubicon.

Butler-Kisber, L., Dillon, D., & Mitchell, C. (1997). Recent trends in literacy education. In V. Froese (Ed.), *Language across the curriculum* (pp. 160-182). Toronto, ON: Harcourt Brace Canada.

Calkins, L. M. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). *The art of teaching writing*. (New ed.). Portsmouth, NH: Heinemann.

Cameron, B. J., & Lawall, M. (Eds.). (1997). *Teaching at the University of Manitoba: A handbook* (2nd ed.). Winnipeg: University Teaching Services, The University of Manitoba.

Canadian Association of University Teachers/*Association canadienne des professeures et professeurs d'université*. (2003). 3.6 Student-full-time faculty ratios by institution. In *CAUT almanac of post-secondary education in Canada 2003/2003 almanach de l'enseignement postsecondaire au Canada de l'ACPPU* (p. 6). Ottawa: Author. [Source: Statistics Canada and CAUBO/*Statistique Canada et ACPAU*]

Canadian Association of University Teachers/*Association canadienne des professeures et professeurs d'université*. (2004a). 3.3 University student-full-time faculty ratios by province, 1991–1992 to 2000–2001. In *CAUT almanac of post-secondary education in Canada 2004/2004 almanach de l'enseignement postsecondaire au Canada de l'ACPPU* (p. 5). Ottawa: Author. [Source: Statistics Canada/*Statistique Canada*]

Canadian Association of University Teachers/*Association canadienne des professeures et professeurs d'université*. (2004b). 4.7 Age distribution of full-time Canadian university teachers by gender and major discipline, 2000–2001. In *CAUT*

almanac of post-secondary education in Canada 2004/2004 almanach de l'enseignement postsecondaire au Canada de l'ACPPU (p. 11). Ottawa: Author. [Source: Statistics Canada/Statistique Canada]

Canadian Association of University Teachers/Association canadienne des professeures et professeurs d'université. (2004c). 4.9 Full-time Canadian university teachers by subject, rank and gender, 2000-2001. In *CAUT almanac of post-secondary education in Canada 2004/2004 almanach de l'enseignement postsecondaire au Canada de l'ACPPU* (p. 15). Ottawa: Author. [Source: Statistics Canada/Statistique Canada]

Canadian Association of University Teachers/Association canadienne des professeures et professeurs d'université. (2004d). Demography: Language of university professors (by mother tongue). In *CAUT almanac of post-secondary education in Canada 2004/2004 almanach de l'enseignement postsecondaire au Canada de l'ACPPU* (p. 2). Ottawa: Author. [Source: Statistics Canada/Statistique Canada]

Canadian Council of Teachers of English. (1985). Canadian Council of Teachers of English statement on the preparation of teachers in the area of English and language arts. *Classmate*, 15(2), 22-23.

Canadian Education Association/Association canadienne d'éducation (CEA/ACE). (1998). *The CEA handbook/Le Ki-es-ki 1998*. Toronto, ON: Author.

Carnegie Task Force on Teaching as a Profession. (1986). *A nation prepared: Teachers for the 21st century*. New York: Carnegie Forum on Teaching and the Economy, Carnegie Foundation.

Carney, T. F. (1972). *Content analysis: A technique for systematic inference from*

communications. Winnipeg, MB: University of Manitoba Press [also London: B. T. Batsford].

Carter, K. (1993). The place of story in the study of teaching and teacher education. *Educational Researcher*, 22(1), 5-12, 18.

Carter, K., & Anders, D. (1996). Program pedagogy. In F. B. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers* (pp. 557-592). San Francisco: Jossey-Bass.

Casey, K. (1995). The new narrative research in education. In M. W. Apple (Ed.), *Review of research in education 21* (pp. 211-253). Washington, DC: American Educational Research Association.

Cavanaugh, M. P., & Linek, W. M. (1995). Practicing what we preach: Portfolio assessment and evaluation for preservice teachers of literacy. *Reading Improvement*, 32(3), 185-190.

Centre collégial de développement de matériel didactique. (2004). *Index des ressources en français écrit. Description d'un titre : Pour un nouvel enseignement de la grammaire*. Retrieved June 14, 2004, from <http://www.ccdmd.qc.ca/Sitedocu/T9.HTML>

Chadwick, B. A., Bahr, H., & Albrecht, S. L. (1984). *Social science research methods*. Englewood Cliffs, NJ: Prentice-Hall.

Chall, J. (1967/1983). *Learning to read: The great debate*. New York: McGraw-Hill.

Chambers, C. M. (1992, March). *(Other) ways of speaking: Lessons from the Dene of northern Canada*. Paper presented at the 26th annual conference of the Teachers

of English to Speakers of Other Languages, Vancouver, BC. (ERIC Document
Reproduction Service No. ED 353 096)

Chambers, C. M. (1999). A topography for Canadian curriculum theory.
Canadian Journal of Education, 24(2), 137-150.

Chapman, M., Gambell, T., Kniskern, J. A., & Coles, L. (2000, May). *Taking a stand: Toward a LARC position on literacy research, curriculum, instruction, and assessment in Canada*. Panel presentation at the 28th annual meeting of the Canadian Society for the Study of Education, Edmonton, AB.

Chapman, M. L. (1997). *Weaving webs of meaning: Writing in the elementary school*. Toronto, ON: ITP/Nelson.

Chapman, M. L. (1999). Situated, social, active: Rewriting "genre" in the elementary classroom. *Written Communication*, 16(4), 469-490.

Chartrand, S.-G. (Éd.). (1995). *Pour un nouvel enseignement de la grammaire : propositions didactiques*. Montréal, QC: Logiques.

Chartrand, S.-G. (Éd.). (1996). *Pour un nouvel enseignement de la grammaire : propositions didactiques* (2e éd.). Montréal, QC: Logiques.

Cherland, M. R. (1985). Filling the void in teacher education: A description of a program at the University of Regina for teachers of middle year grades. *Education Canada*, 25(4), 16-18.

Chevrier, M. (1997). *Laws and language in Québec: The principles and means of Québec's language policy*. Retrieved July 22, 2002, from http://www.mri.gouv.qc.ca/la_bibliotheque/langue/loi-lang_an.html

Chic, J., & Fraser, J. (2003, July 31). Few benefits for part-time work. *Toronto Star*, p. A26. Retrieved May 23, 2004, from [http://www.incomesecurity.org/upload/resources/7_37_Lesiuk %20Op%20Ed%20 Print.rtf](http://www.incomesecurity.org/upload/resources/7_37_Lesiuk%20Op%20Ed%20Print.rtf)

Christensen, L. (1996). Whose standard? Teaching standard English. In B. M. Power & R. S. Hubbard (Eds.), *Language development: A reader for teachers* (pp. 209-213). Englewood Cliffs, NJ: Merrill/Prentice-Hall.

Clandinin, D. J. (1985). Personal practical knowledge: A study of teachers' classroom images. *Curriculum Inquiry*, 15, 361-385.

Clandinin, D. J. (1986). *Classroom practice: Teacher images in action*. London: Falmer.

Clandinin, D. J., & Connelly, F. M. (1995). *Teachers' professional knowledge landscapes*. (Advances in Contemporary Educational Thought Series). New York: Teachers College Press.

Classen, S. (2004, February 2). Teaching evaluation process undergoes campus-wide change. *The Sheaf*. Retrieved May 3, 2004, from <http://www.thesheaf.com/newspub/ comments. cgi?view=1018>

Clay, M. M. (1975). *What did I write?* Auckland, New Zealand: Heinemann.

Clay, M. M. (1982). *Observing young readers: Selected papers*. Exeter, NH: Heinemann.

Clifton, R. (2004, May 1). Reinstate standards tests for grades 6, 9. *Winnipeg Free Press*, p. A17.

Cochrane, L. H. (1985). *Teacher education at the crossroads: An opportunity for*

excellence [CD-ROM]. Position paper prepared by the Provost of Southeast Missouri State University. Abstract from: SilverPlatter File: ERIC Item ED 278 619

CogniScience Éditeurs. (2003). *Le grand monde du préscolaire : Livres, jeux et audiovisuel : Pédagogie : Revues : Vie pédagogique*. Retrieved July 24, 2004, from http://prescolaire.grandmonde.com/livres/pedagogie/ped_re_02.htm

Connell, W. F. (1987). History of teaching methods. In M. J. Dunkin (Ed.), *The international encyclopedia of teaching and teacher education* (pp. 201-214). Oxford: Pergamon Press.

Connelly, F. M., & Clandinin, D. J. (1985). Personal practical knowledge and the modes of knowing: Relevance for teaching and learning. In E. Eisner (Ed.), *Learning and teaching the ways of knowing*. Eighty-fourth yearbook of the National Society for the Study of Education, Part 2 (pp. 174-198). Chicago, IL: University of Chicago Press.

Connelly, F. M., & Clandinin, D. J. (1986). On narrative method, personal philosophy and narrative unities in the study of teaching. *Journal of Research in Science Teaching*, 23(3), 15-32.

Cook, M. (2003, December 4). Grading the professors: New database makes it official. *UBC Reports*, 49(12). Retrieved May 3, 2004, from <http://www.publicaffairs.ubc.ca/ubcreports/2003/03dec04/grading.html>

Cooper, J. D. (1986). *Improving reading comprehension*. Boston: Houghton Mifflin.

Cooper, J. D. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Boston: Houghton Mifflin.

- Cooper, J. D., & Kiger, N. D. (2002). *Literacy: Helping children construct meaning* (5th ed.). Boston: Houghton Mifflin.
- Copenhaver, J. (1993). Instances of inquiry. *Primary Voices*, K-6, 1(1), 6-14.
- Council of Ministers of Education. (1991a). *Introduction to the literacy assessment: Reading and writing* [Report of the School Achievement Indicators Program]. [Toronto, ON:] Author.
- Council of Ministers of Education. (1991b). *Literacy assessment: Student profiles* [Report of the School Achievement Indicators Program]. [Toronto, ON:] Author.
- Council of Ministers of Education. (1991c). *Reading assessment* [Part of the CMEC Literacy Assessment Project]. [Toronto, ON:] Author.
- Council of Ministers of Education. (1991d). *Writing assessment* [Part of the CMEC Literacy Assessment Project]. [Toronto, ON:] Author.
- Council of Ministers of Education, Canada. (1994). *SAIP [School Achievement Indicators Program]: Reading and writing*. Toronto, ON: Author.
- Council of Ministers of Education, Canada. (1999). *Report on reading and writing assessment 1998* [School Achievement Indicators Program.]. Toronto, ON: Author.
- Council on Post-Secondary Education. (2002). *Total enrollments for universities* [part of the COPSE Statistical Compendium, Government of Manitoba]. Retrieved December 26, 2003, from http://www.copse.mb.ca/en/documents/statistics/TotUniversity_Enrolment.htm
- Council on Post-Secondary Education. (2003). *Regular session enrollments for*

universities [part of the COPSE Statistical Compendium, Government of Manitoba]. Retrieved December 26, 2003, from http://www.copse.mb.ca/en/documents/statistics/University_Enrolment.htm

Cox, C. (1999). *Teaching language arts: A student- and response-centered classroom* (3rd ed.). Boston: Allyn & Bacon.

Craig, M. T., & Frerichs, D. K. (1999). A survey of reading/language arts teachers preparation: Organization and instruction. *Journal of Reading Education*, 24(3), 27-33.

Crowhurst, M. (1993). *Writing in the middle years*. Markham, ON: Pippin.

Crowhurst, M. (1994). *Language and learning across the curriculum*. Scarborough, ON: Allyn & Bacon.

Crowl, T. K. (1993). *Fundamentals of educational research*. Madison, WI: Brown & Benchmark.

Cullinen, B. E. (1990). *Children's literature in the reading program*. Newark, DE: International Reading Association.

Cullinen, B. E. (1992). *Invitation to read: More children's literature in the reading program*. Newark, DE: International Reading Association.

Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups* (2nd ed.). York, ME: Stenhouse.

DeFord, D. E. (1985). Validating the construct of theoretical orientation in reading instruction. *Reading Research Quarterly*, 20, 351-367.

- Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- DeWitt, P., Birrell, J. R., Egan, M. W., Cook, P. F., Ostlund, M. F., & Young, J. R. (1998). Professional development schools and teacher educators' beliefs: Challenges and change. *Teacher Education Quarterly*, 25(2), 63-80. Retrieved December 18, 2002, from http://www.teqjournal.org/backvols/1998/25_2/1998v25n206.PDF
- Dias, P. (1979). Developing independent readers of poetry: An approach in the high school. *McGill Journal of Education*, 14, 199-214.
- Dias, P. (1985a). Researching response to poetry - part 1: A case for responding-aloud protocols. *English Quarterly*, 18, 104-118.
- Dias, P. (1985b). Understanding response to poetry: Attending to the process. *Highway One*, 8(1&2), 209-219.
- Dias, P. (1986). Researching response to poetry - part II: What happens when they read a poem? *English Quarterly*, 19, 9-21.
- Dias, P. X. (1987). *Making sense of poetry: Patterns in the process*. [Ottawa, ON]: Canadian Council of Teachers of English.
- Dukacz, A. S., & Babin, P. (1980). Perspectives on curriculum. In F. M. Connelly, A. S. Dukacz, & F. Quinlan (Eds.), *Curriculum planning for the classroom* (pp. 13-22). Toronto, ON: OISE Press.
- Duquette, C., & Cook, S.-A. (1994). Five Ontario professional development school projects. *Journal of Professional Studies*, 1(2), 60-72.
- Duquette, C., & Cook, S.-A. (1999). Professional development schools:

Preservice candidates' learning and sources of knowledge. *Alberta Journal of Educational Research*, 45(2), 198-207.

Dyer, J. R. (1979). *Understanding and evaluating educational research*. Reading, MA: Addison-Wesley.

Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education* (Critical Perspectives on Literacy and Education Series). New York: Falmer.

Edelsky, C. (Ed.). (1999). *Making justice our project: Teachers working toward critical whole language practice*. Urbana, IL: National Council of Teachers of English.

Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, NH: Heinemann.

Education Review Team. (1994, February). *Teacher education in Nova Scotia: An honourable past, an alternative future*. A Report to the Nova Scotia Council on Higher Education [Halifax, NS].

Educational Testing Service. (2002). *The Praxis series: Professional enhancement for beginning teachers*. Retrieved April 27, 2002 from <http://www.ets.org/praxis/>

Edwards, C. P., Gandini, L., & Forman, G. (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. Norwood, NJ: Ablex.

Edwards, J. B., & Malicky, G. (1996). *Constructing meaning: Integrating elementary language arts*. Toronto, ON: Nelson Canada.

Eisner, E. W. (1979). *The educational imagination: On the design and evaluation*

of school programs. New York: Macmillan.

Emery, W., & Berner, A. (1999, May). *Negotiation through talk: Developing a course of study*. Paper presented at the 16th annual working conference of the Canadian Association for the Study of Language and Learning (Inkshed), Mont Gabriel, QC.

Englert, C. S., & Raphael, T. E. (1989). Developing successful writers through cognitive strategy instruction. In J. E. Brophy (Ed.), *Advances in research on teaching* (Vol. 1, pp. 105-153). New York: JAI Press.

Ermine, W. (1995). Aboriginal epistemology. In M. Battiste & J. Barman (Eds.), *First Nations education in Canada: The circle unfolds* (pp. 101-112). Vancouver, BC: UBC Press.

Evans, K. S. (1994). Group dialogue journals as a means of exploring preservice teachers' changing beliefs about content-area literacy. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice*. Forty-third yearbook of The National Reading Conference (pp. 113-119). Chicago, IL: NRC.

Ewart, G. (1994). We create our own curriculum: Use of reading response journals in undergraduate education. *Journal of Professional Studies*, 1(2), 35-46.

Farris, P. J. (1993). *Language arts: A process approach*. Madison, WI: Brown & Benchmark.

Fenstermacher, G. D. (1994). The place of practical argument in the education of teachers. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction* (pp. 23-42). New York: Teachers College Press.

Fisher, B. (1995). *Thinking and learning together: Curriculum and community in*

a primary classroom. Portsmouth, NH: Heinemann.

Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp.231-236). Hillsdale, NJ: Erlbaum.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906-911.

Flavell, J. H. (1981). Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp. 35-60). New York: Academic Press.

Floden, R. E., McDairmid, G. W., & Wiemers, N. (1989). *What are they trying to do?: Perspectives on teacher educators' purposes*. Research report 89-6. East Lansing, MI: The National Center for Research on Teacher Education. (ERIC Document Reproduction Service No. ED 320 854)

Florio-Ruane, S. (1994). The future teachers' autobiography club: Preparing educators to support literacy learning in culturally diverse classrooms. *English Education*, 26(1), 52-66.

Flower, L. (1993). *Problem solving strategies for writing* (4th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387.

Forman, E. A., & Cazden, C. (1994). Exploring Vygotskian perspectives in education: The cognitive value of peer interaction. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 155-178). Newark, DE: International Reading Association.

- Fox, M. (1990). There's a coffin in my office. *Language Arts*, 67(5), 468-472.
- Freire, P. (1971). *Pedagogy of the oppressed*. New York: Seabury.
- Froese, V. (Ed.). (1997) *Language across the curriculum*. Toronto, ON: Harcourt Brace Canada.
- Fuhrmann, B. S. (1997). Philosophies and aims. In J. G. Gaff, J. L. Ratcliff, & Associates (Eds.), *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices, and change* (pp. 86-99). San Francisco: Jossey-Bass.
- Fuhrmann, B. S., & Grasha, A. F. (1991/1994). The past, present, and future in college teaching: Where does your teaching fit in? In K. A. Feldman & M. B. Paulsen (Eds.), *Teaching and learning in college classrooms* (pp. 5-19). Needham Heights, MA: Ginn Press. [originally published in 1991]
- Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teachers College Press.
- Garcelon, C. J. (2000). *The pedagogical practices of elementary mathematics methods instructors in teacher education programs in California* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9970530
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1993). *Multiple intelligences: The theory into practice*. New York: Basic Books.
- Geoffroy, Y., & Lenoir, Y. (2000, May). *Different rationales at work: Conceptions of the curriculum in francophone Europe, the United States, the Germano-*

Scandinavian world and Quebec. Paper presented as part of the Canadian Association for Curriculum Studies' symposium "Pan-Canadian Curriculum Issues" at the at the 28th annual meeting of the Canadian Society for the Study of Education, Edmonton, AB.

Gerla, J. K. (1994). *A descriptive analysis of preservice teachers' perceptions of themselves as readers and writers* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9520363

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.

Goebel, B. (1996). Honoring Native cultures: Reflections and responsibilities. *Primary Voices K-6*, 4(3), 3-10.

Gold, J. (1990). *Read for your life: Literature as a life support system*. Markham, ON: Fitzhenry & Whiteside.

Goodlad, J. I. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

Goodlad, J. I. (1994). *Educational renewal: Better teachers, better schools*. San Francisco: Jossey-Bass.

Goodman, K. S. (1969). Analysis of oral reading miscues: Applied psycholinguistics. *Reading Research Quarterly*, 5(1), 9-30.

Goodman, K. S. (1970). Reading: A psycholinguistic guessing game. In H. Singer & R. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 259-271).

Newark, DE: International Reading Association.

Goodman, K. S. (Ed.). [1973a]. *Miscue analysis: Applications to reading instruction*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills/National Council of Teachers of English.

Goodman, K. S. [1973b]. Miscues: Windows on the reading process. In K. S. Goodman (Ed.), *Miscue analysis: Applications to reading instruction* (pp. 3-14). Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills/National Council of Teachers of English.

Goodman, K. S. (1986). *What's whole in whole language*. Richmond Hill, ON: Scholastic.

Goodman, K. S., Smith, E. B., Meredith, R., & Goodman, Y. M. (1987). *Language and thinking in school: A whole-language curriculum* (3rd ed.). New York: Richard C. Owen.

Goodman, Y. M., & Burke, C. L. (1972). *Reading miscue inventory manual: Procedure for diagnosis and evaluation*. New York: Macmillan.

Gough, P. B. (1985a). One second of reading. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 661-686). Newark, DE: International Reading Association.

Gough, P. B. (1985b). One second of reading: Postscript. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 687-688). Newark, DE: International Reading Association.

Gouvernement du Québec. (2003). *Les prix du Québec : Lauréates et lauréats :*

André Gaulin : Prix Georges-Émile-Lapalme 2003 Catégorie : Culturelle. Retrieved July 24, 2004, from <http://www.prixduquebec.gouv.qc.ca/recherche/desclaureat.asp?noLaureat=291>

Graves, D. H. (1978). *Balance the basics: Let them write*. New York: Ford Foundation.

Graves, D. H. (Ed.). (1981). *A case study observing the development of primary children's composing, spelling, and motor behaviors during the writing process. Final Report*. (National Institute of Education Grant No. G-78-0174). Durham, NH: University of New Hampshire. (ERIC Document Reproduction Service No. ED 218 653)

Graves, D. H. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.

Gray, W. S. (1984). *Reading: A research retrospective, 1881-1941*. [J. T. Guthrie, Ed.; reprinted from *Encyclopedia of educational research*, 1941] Newark, DE: International Reading Association.

Great Britain, Department of Education and Science. (1975). *A language for life: Report of the committee of inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Alan Bullock*. London: Her Majesty's Stationery Office.

Gregor, A. D. (1992). Introduction: Higher education in Canada. In A. D. Gregor & G. Jasmin (Eds.), *Higher education in Canada* (pp. 7-13). [Ottawa, ON]: Association for Canadian Studies/Department of the Secretary of State of Canada.

Gregor, A. D. (1995). *The universities of Canada*. Winnipeg, MB: Centre for Higher Education Research and Development, University of Manitoba.

Gregor, A. D. [1996]. *The witch's mirror: A perspective on the development of higher education*. Winnipeg, MB: Centre for Higher Education Research and Development, University of Manitoba.

Greene, T. A. (1995). *Impacting teacher beliefs: A whole language teacher education program* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9620395

Grimmett, P. P. (1988). The nature of reflection and Schön's conception in perspective. In P. P. Grimmett & G. L. Erickson (Eds.), *Reflection in teacher education* (pp. 5-18). Vancouver, BC: Pacific Educational Press.

Grimmett, P. P., & Erickson, G. L. (Eds.). (1988). *Reflection in teacher education*. Vancouver, BC: Pacific Educational Press.

Haberman, M. (1986). An evaluation for the rationale for required teacher education: Beginning teachers with and without teacher preparation. In T. J. Lasley (Ed.), *Issues in teacher education. Volume II: Background papers from the National Commission for Excellence in Teacher Education*. AACTE-ERIC Teacher Education Monograph No. 6 (pp. 7-53). Washington, DC: American Association of Colleges for Teacher Education.

Halliday, M. A. K. (1973). *Explorations in the functions of language*. London: Edward Arnold.

Hansen, J. (1987). *When writers read*. Portsmouth, NH: Heinemann.

Hansen, J., & Graves, D. H. (1991). Unifying the language arts curriculum: The language arts interact. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 805-819). New York: Macmillan.

Harel, J.-P. (1996). À l'école, la qualité du français est-elle une préoccupation partagée? *Vie pédagogique*, 101, 29-30.

Harris, T. L., & Hodges, R. E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

Harste, J. C. (1993). Inquiry-based instruction. *Primary Voices K-6*, 1(1), 2-5.

Harste, J. C. (1994). Literacy as curricular conversations about knowledge. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 1220-1242). Newark, DE: International Reading Association.

Harste, J. C., Woodward, V. A., & Burke, C. L. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.

Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge, MA: Cambridge University Press.

Heit, M., & Blair, H. (1993). Language needs and characteristics of Saskatchewan Indian and Metis students: Implications for educators. In S. Morris, K. McLeod, & M. Danesi (Eds.), *Aboriginal languages and education: The Canadian experience* (pp. 103-28). Oakville, ON: Mosaic.

Heller, M. (1989). Variation dans l'emploi du français et de l'anglais par les élèves des écoles de langue française de Toronto. In R. Mougéon & E. Beniak (Eds.), *Le*

français parlé hors Québec (pp. 153-168). Québec, QC: Presses de l'Université Laval.

Hennings, D. G. (1997). *Communication in action: Teaching literature-based language arts* (6th ed.). Boston: Houghton Mifflin.

Herrmann, B. A. (1989). The evolution of preservice teachers' knowledge structures. In J. Zutell & S. McCormick (Eds.), *Cognitive and social perspectives for literacy research and instruction*. Thirty-eighth yearbook of The National Reading Conference (pp. 511-519). Chicago, IL: NRC.

Herrmann, B. A. (1990). A longitudinal study of preservice teachers' knowledge structures. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms*. Thirty-ninth yearbook of The National Reading Conference (pp. 145-152). Chicago, IL: NRC.

Herrmann, B. A., & Sarracine, J. (1993). Restructuring a preservice literacy methods course: Dilemmas and lessons learned. *Journal of Teacher Education*, 44(2), 96-106.

Hesch, R. (1999). Culturally relevant teacher education: A Canadian inner-city case. *Canadian Journal of Education*, 24(4), 369-382.

Hewett, K. (1996). Our culture/Your good intentions. *Primary Voices K-6*, 4(3), 38-41.

Hillocks, G., Jr. (1986). *Research on written composition: New directions for teaching*. [New York]: National Conference on Research in English/Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, National Institute of Education.

Hirtle, J. S. P. (1996). Social constructivism: Coming to terms. *English Journal*,

85(1), 91-92.

Hoffman, J. V., Duffy, G. G., Pearson, P. D., & Smith-Burke, M. T. (1999). The National Reading Conference: Presidential retrospectives [for 30th anniversary issue]. *Journal of Literacy Research*, 31(1), 6-46.

Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. *American Educational Research Journal*, 26(2), 160-189.

Holmes Group Executive Board. (1986). *Tomorrow's teachers: A report of the Holmes Group*. East Lansing, MI: The Holmes Group.

hooks, b. (1981). *Ain't I a woman: Black women and feminism*. Boston, MA: South End Press.

hooks, b. (1989). *Talking back: Thinking feminist, thinking black*. Boston, MA: South End Press.

hooks, b. (2000). *Where we stand: Class matters*. New York: Routledge.

Hoskisson, K., & Tompkins, G. E. (1987). *Language arts: Content and teaching strategies*. Columbus, OH: Merrill.

Hughes, J., Irvine, J. L., Jansson, L. C., Long, J. C., & Stapleton, J. J. (1991). *Interim report of the Task Force on Initial Teacher Education Programs*. Winnipeg, MB: Faculty of Education, University of Manitoba.

Hughes, J., Irvine, J. L., Jansson, L. C., Long, J. C., & Stapleton, J. J. (1993). *Final report of the Task Force on Initial Teacher Education Programs*. Winnipeg, MB: Faculty of Education, University of Manitoba.

International Reading Association. (2004). *Our history*. Retrieved June 11, 2004,

from <http://www.reading.org/about/history.html>

Irvin, J. I. (1998). *Reading and the middle school student: Strategies to enhance literacy*. Boston: Allyn & Bacon.

Iveson, M. L. (2000, May). *Different voices and visions or common Canadian ground?: Western Canadian Protocol and Atlantic Consortium in English Language Arts*. Paper presented as part of the Canadian Association for Curriculum Studies' panel "Regional and National Curriculum Protocols: Whose Vision? Whose Voice?" at the 28th annual meeting of the Canadian Society for the Study of Education, Edmonton, AB.

Jaggar, A., & T. Smith-Burke (Eds.). (1985). *Observing the language learner*. Newark, DE: International Reading Association/Urbana, IL: National Council of Teachers of English.

Jobe, R., & Hart, P. (1991). *Canadian connections: Experiencing literature with children*. Markham, ON: Pembroke.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1986). *Circles of learning: Cooperation in the classroom* (Rev. ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, F. H. (1968). *A brief history of Canadian education*. Toronto, ON: McGraw-Hill.

Johnson, F. T., & Skau, K. G. (1992). An alternative teacher education program: Elementary route. In L. M. Kozey & C. D. Krentz (Eds.), *WestCAST proceedings*. Papers presented at three annual conferences of the Western Canadian Association for Student Teaching (pp. 65-72). Regina, SK: Saskatchewan Instructional Development and

Research Unit, University of Regina.

Joyce, B., Yarger, S., Howey, K., Harbeck, K., & Kluwin, T. (1977). *Preservice teacher education: Report of a survey of the heads of educational units, faculty, and students in United States higher education institutes which prepare teachers*. Palo Alto, CA: Stanford University, Center for Educational Research at Stanford.

Judge, H. (1986). From quantity to quality: Teacher education in Britain. In T. J. Lasley (Ed.), *Issues in teacher education. Volume II: Background papers from the National Commission for Excellence in Teacher Education*. AACTE-ERIC Teacher Education Monograph No. 6 (pp. 55-64). Washington, DC: American Association of Colleges for Teacher Education.

Just, M. A., & Carpenter, P. A. (1985). A theory of reading: From eye fixations to comprehension. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 174-208). Newark, DE: International Reading Association.

Kanpol, B. (1997). *Issues and trends in critical pedagogy*. Cresskill, NJ: Hampton.

Kirkness, V. J. (1999). Aboriginal education in Canada: A retrospective and a prospective. *Journal of American Indian Education*, 39(1), 14-30. Retrieved October 20, 2004, from <http://jaie.asu.edu/v39/V39I1A2.pdf>

Kooy, M. (Ed.). (1999, Spring). Literacy autobiographies of education students. *Inkshed*, 17(1), 2-9.

Kusch, J. W. (1995). *Teaching in a surveillance mode: A case study of how methods course syllabi and practicum classrooms construct assessment as classroom*

control [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9522365

Laberge, D. & Samuels, S. J. (1985). Toward a theory of automatic information processing in reading. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 689-718). Newark, DE: International Reading Association.

Lakehead University. (2000, January 20). *For immediate release: Call for public comment*. Retrieved August 2, 2002, from <http://www.lakeheadu.ca/~eventswww/releases/accreditation.html>

Langer, J. A., & Allington, R. L. (1992). Curriculum research in writing and reading. In P. W. Jackson (Ed.), *Handbook of research on curriculum: A project of the American Educational Research Association* (pp. 687-725). Toronto, ON: Maxwell Macmillan.

Langer, J. A., & Applebee, A. A. (1987). *How writing shapes thinking: A study of teaching and learning*. Urbana, IL: National Council of Teachers of English.

Lather, P. (1984, April). *Women's studies as counter-hegemonic work: The case of teacher education* [CD-ROM]. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Abstract from: SilverPlatter File: ERIC Item ED 246 036

Laurentian University, Institutional Research. (2000). *Tendances des inscriptions/ Enrollment trends 1995-1999*. Retrieved December 26, 2003, from http://laurentian.ca/ir/trends/enrol/EnrolTrends_99.PDF

Lefebvre, C. (1982). Le français parlé en milieu populaire. *Vie pédagogique*, 18,

12-15.

Léon, P. R. A. (1994). Recherches sur le phonétisme du franco-ontarien et sa mouvance. In C. Poirier (Ed.), *Langue, espace, société : Les variétés du français en Amérique du Nord* (pp. 387-408). Sainte-Foy, QC: Presses de l'Université Laval.

Lenski, S. D., Wham, M. A., & Griffey, D. C. (1997, December). *The Literacy Orientation Survey: A survey to examine beliefs and practices related to the principles of constructivism*. Paper presented at the 47th annual meeting of the National Reading Conference, Scottsdale, AZ.

Lenski, S. D., Wham, M. A., & Griffey, D. C. (1998). Literacy Orientation Survey: A survey to clarify teachers' beliefs and practices. *Reading Research and Instruction*, 37(3), 217-236.

Libby, D. S. (1994). *Encouraging reflection: Integrating cases into the curriculum of a language arts methods course* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9508283

Liberman, I. Y., & Liberman, A. M. (1992). Whole language versus code emphasis: Underlying assumptions and their implications for reading instruction. In Gough, P. B., Ehri, L. C., & Treiman, R. (Eds.), *Reading acquisition* (pp. 343-366). Hillsdale, NJ: Erlbaum.

Lloyd-Jones, R., & Lunsford, A. (Eds.). (1989). *The English coalition conference: Democracy through language*. Urbana, IL: NCTE.

Loban, W. (1976). *Language development: Kindergarten through grade twelve* (Research Report No. 18). Urbana, IL: National Council of Teachers of English.

Macrorie, K. (1988). *The I-search paper: Revised edition of searching writing*.
Portsmouth, NH: Boynton/Cook-Heinemann.

Malinowitz, H. (1995). *Textual orientations: Lesbian and gay students and the making of discourse communities*. Portsmouth, NH: Heinemann.

Manitoba Education and Training. (1993). *Implementing senior 1 and 2 English language arts: A resource for teachers and administrators*. Curriculum support document. Winnipeg, MB: Author.

Manitoba Education and Training. (1994). *Renewing education: New directions: A blueprint for action*. Winnipeg, MB: Author.

Manitoba Education and Training. (1995a). *Renewing education: New directions: The action plan*. Winnipeg, MB: Author.

Manitoba Education and Training. (1995b). *Renewing education: New directions: A foundation for excellence*. Winnipeg, MB: Author.

Manitoba Education and Training. (1996a). *Grade 5 to 8 English language arts: Manitoba curriculum framework of outcomes and grade 6 standards*. Winnipeg, MB: Author.

Manitoba Education and Training. (1996b). *Kindergarten to grade 4 English language arts: Manitoba curriculum framework of outcomes and grade 3 standards*. Winnipeg, MB: Author.

Manitoba Education and Training. (1996c). *Orientation workshop for English language arts: Manitoba curriculum frameworks of outcomes and standards*. [Winnipeg, MB: Author].

Manitoba Education and Training. [1996d]. *A regional orientation session for English language arts kindergarten to senior 4 outcomes and standards*. [Winnipeg, MB: Author].

Manitoba Education and Training. [1996e]. *Regional orientation session 2 for English language arts based upon "The Manitoba curriculum framework of outcomes and standards."* [Winnipeg, MB: Author].

Manitoba Education and Training. (1996f). *Senior 1 English language arts: Manitoba curriculum framework of outcomes and senior 1 standards*. Winnipeg, MB: Author.

Manitoba Education and Training. (1996g). *Success for all learners: A handbook on differentiating instruction*. Winnipeg, MB: Author.

Manitoba Education and Training. (1996h). *A thinking framework: Teaching thinking across the curriculum*. Winnipeg, MB: Author.

Manitoba Education and Training. (1996i). *Towards inclusion: Programming for English as a second language students, Senior 1-4: A supplementary resource for senior years schools*. Winnipeg, MB: Author.

Manitoba Education and Training. (1997a). *An English language arts workshop SAG '97: "Meet the 'Foundations for implementation'"* [Manitoba Teachers' Society Special Area Group conference. Marlene McKay, presenter]. Winnipeg, MB: Author.

Manitoba Education and Training. (1997b). *Grades 1 to 4 English LA-immersion: Manitoba curriculum framework of outcomes and grade 3 standards*. Winnipeg, MB: Author.

Manitoba Education and Training. (1997c). *Grades 5 to 8 English LA-immersion: Manitoba curriculum framework of outcomes and grade 6 standards*. Winnipeg, MB: Author.

Manitoba Education and Training. (1997d). *Senior 1 English language arts: A foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education and Training. (1998a). *Grades 5 to 8 English language arts: A foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education and Training. (1998b). *Kindergarten to grade 4 English language arts: A foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education and Training. (1998c). *Kindergarten to senior 1 (grade 9) English language arts learning resources: Annotated bibliography*. Winnipeg, MB: Author.

Manitoba Education and Training. (1998d). *Senior 2 English language arts: A foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education and Training. (1998e). *Senior 2 English language arts: Manitoba curriculum framework of outcomes*. Winnipeg, MB: Author.

Manitoba Education and Training. (1999a). *Senior 3 English language arts: A foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education and Training. (1999b). *Senior 3 English language arts: Manitoba curriculum framework of outcomes*. Winnipeg, MB: Author.

Manitoba Education and Training. (2000a). *Senior 4 English language arts: A foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education and Training. (2000b). *Senior 4 English language arts: Manitoba curriculum framework of outcomes and senior 4 standards*. Winnipeg, MB: Author.

Manitoba Education, Citizenship and Youth. (2004). *Assessment and evaluation: Overview of the provincial assessment program*. Retrieved May 8, 2004, from <http://www.edu.gov.mb.ca/ks4/assess/index.html>

Manitoba Education, Training and Youth. (2001). *Senior 4 English language arts: language and technical communication: Manitoba curriculum framework of outcomes and a foundation for implementation*. Winnipeg, MB: Author.

Manitoba Education, Training and Youth. (2002). *Recommended subject area time allotments*. Retrieved April 27, 2002, from <http://www.edu.gov.mb.ca/ks4/cur/programs.html#english>

Manitoba Teachers' Society, Committee on Teacher Education, Certification and Evaluation. (1998). *Position paper on initial teacher preparation in Manitoba*. [Winnipeg, MB: Author].

Manitoba Text Book Bureau. (2002). *Catalogue*. Retrieved March 16, 2002, from <http://www2.edu.gov.mb.ca/metks4/curricul/learnres/mtbb/idc/results.asp>

Martin, N. (1998, April 30). McIntosh firm on tests for Grade 3s. *Winnipeg Free Press*, p. A6.

Martin, N. (2004, May 1). Province eyes way to assess students: Standards tests ruled out for grades 6, 9 program. *Winnipeg Free Press*, p. A3.

Martin, N., D'Arcy, P., Newton, B., & Parker, R. (1976). *Writing and learning*

across the curriculum. London: Ward Lock Educational Publishers.

Massachusetts Department of Education. (2002). *Massachusetts Tests for Educator Licensure (MTEL)*. Retrieved March 2, 2003, from <http://doe.mass.edu/mtel>

Maunder, M. (1998, January 14). Taking the test: Manitoba's marathon English exam: 'D' is for diversity: Numbers don't necessarily tell whole exam story. *Winnipeg Free Press*, p. A6.

McAlpine, L. (1990). Using two pairs of eyes to define an aboriginal teacher education program. *Canadian Journal of Native Education*, 17(2), 82-88.

McIntyre, E., & Pressley, M. (Eds.). (1996). *Balanced instruction: Strategies and skills in whole language*. Norwood, MA: Christopher-Gordon.

McMahon, S. I., Raphael, T. E., Goatley, V. J., & Pardo, L. S. (Eds.). (1997). *The book club connection: Literacy learning and classroom talk*. Newark, DE: International Reading Association/Teachers College Press.

Messner, K. A. (1993, April). *Multiculturalism in the professional studies . . . Or pardon me I believe your values may be showing* [CD-ROM]. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA. Abstract from: SilverPlatter File: ERIC Item ED 381 491

Meyers, J. L. (1996). *Articulation and documentation of preservice teachers' beliefs about language arts instruction: The role of the university methods course* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9700784

Minister of Education for Ontario. (1915). *History of education*. [Series: Ontario Normal School Manuals] Toronto, ON: W. Briggs.

Ministère de l'Éducation. (1994). *Programme d'études : Le français – enseignement primaire*. Québec, QC: MEQ.

Ministère de l'Éducation. (1995). *Programme d'études : Le français – enseignement secondaire*. Québec, QC: MEQ.

Moffett, J. (1968/1983). *Teaching the universe of discourse*. Boston: Houghton Mifflin.

Moffett, J., & Wagner, B. J. (1983). *Student-centered language arts and reading, K-13: A handbook for teachers* (3rd ed.). Boston: Houghton Mifflin.

Montessori, M. (1965). *The advanced Montessori method: Scientific pedagogy as applied to the education of children from seven to eleven years*. Adyar, India: Kalakshetra.

Morris, J. B. (1996). *Assessment instruction in preservice teacher education at the University of South Carolina* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9637146

Mosenthal, J. (1995). A practice-oriented approach to methods coursework in literacy teaching. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Perspectives on literacy research and practice*. Forty-fourth yearbook of The National Reading Conference (pp. 358-367). Chicago: NRC.

Murray, F. B. (Ed.). (1996). *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass.

National Assessment of Educational Progress. [1985]. *The reading report card: Progress toward excellence in our schools: Trends in reading over four national*

assessments, 1971-1984. [Princeton, NJ]: Author.

National Council for Accreditation of Teacher Education. (2002). *About NCATE*. Retrieved August 2, 2002, from http://www.ncate.org/ncate/m_ncate.htm

National Council of Teachers of English. (2004). *Journals*. Retrieved June 11, 2004, from <http://www.ncte.org/pubs/journals>

Neill, A. S. (1960). *Summerhill: A radical approach to child rearing*. New York: Hart.

Neill, A. S. (1968). *Summerhill*. Harmondsworth: Penguin.

Neill, A. S. (1969). *Summerhill: A radical approach to education*. London: V. Gollancz.

Neuman, W. L. (1991). *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn & Bacon.

Neuvel, S. (2002). *Language and language laws in Quebec*. Retrieved July 21, 2002, from http://www.neuvel.net/Quebec_ling.htm

Newton, E. (1994). *I'm ready, are you? Guidelines for teacher education in Saskatchewan*. Regina, SK: Board of Teacher Education and Certification.

Nova Scotia Department of Education. (1997). *Atlantic Canada English language arts curriculum, P-3*. Halifax, NS: Author.

Nova Scotia Department of Education. (1998). *Atlantic Canada English language arts curriculum, 4-6*. Halifax, NS: Author.

Olguin, E., & Schmitz, B. (1997). Transforming the curriculum through diversity. In J. G. Gaff, J. L. Ratcliff, & Associates (Eds.), *Handbook of the undergraduate*

curriculum: A comprehensive guide to purposes, structures, practices, and change (pp. 436-456). San Francisco: Jossey-Bass.

Ontario College of Teachers. (2002a). *Accreditation*. Retrieved July 23, 2002, from <http://www.oct.on.ca/en/ProfessionalAffairs/accreditation.asp>

Ontario College of Teachers. (2002b). *Ontario Teacher Qualifying Test*. Retrieved July 23, 2002, from <http://www.oct.on.ca/en/ProfessionalAffairs/teacher-test.asp>

Ontario English Catholic Teachers' Association. (2002, February 16). [Letter to teacher candidates in OECTA's schools]. Retrieved July 23, 2002, from <http://www.oecta.on.ca/recert/ltrtchrcands.htm>

Ontario Ministry of Education. (1995a). *The common curriculum: Policies and outcomes (Grades 1-9)*. Toronto, ON: Author.

Ontario Ministry of Education. (1995b). *The common curriculum: Provincial standards. Language, grades 1-9*. Toronto, ON: Author.

Ontario Ministry of Education. (1997). *The Ontario curriculum, grades 1-8: Language*. Toronto, ON: Author.

Ontario Ministry of Education. (2000, July 13). *Government moving forward with teacher testing program*. Retrieved July 23, 2002, from <http://www.edu.gov.on.ca/eng/document/nr/00.07/testing.html>

Ontario Ministry of Education. (2002). *Ontario teacher testing program: An overview*. Retrieved July 23, 2002, from <http://www.edu.gov.on.ca/eng/teacher/testing/tte.pdf>

Ontario Ministry of Education. (2004, November 23). *Ontario Teacher Qualifying*

Test teacher candidate letter. Retrieved December 29, 2004, from <http://www.edu.gov.on.ca/eng/teacher/pdfs/candidate.pdf>

Ontario Teachers' Federation. (2002, January 31). *A message from the president*. Retrieved July 23, 2002, from http://www.otffeo.on.ca/news/inter/020131_interact.html

Oxford English dictionary (2nd ed.) online. (2004). Available from <http://dictionary.oed.com/entrance.dtl>

Pailliotet, A. W. (1995). Seven elementary preservice teachers' perspectives of literacy: A longitudinal study. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Perspectives on literacy research and practice*. Forty-fourth yearbook of The National Reading Conference (pp. 66-84). Chicago: NRC.

Paley, N., & Jipson, J. (1997). Personal history: Researching literature and curriculum (literal, alter, hyper). *English Education*, 29(1), 59-69.

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.

Palincsar, A. S., & Brown, A. L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher*, 39, 771-777.

Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*, 8, 293-316.

Paris, S. G., Wasik, B. A., & Turner, J. C. (1991). The development of strategic readers. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 609-640). New York: Longman.

Patterson, L., Santa, C. M., Short, K. G., & Smith, K. (Eds.). (1993). *Teachers are researchers: Reflection and action*. Newark, DE: International Reading Association.

Patterson, R. S. (1987). Heightening effectiveness in teacher education. *The ATA Magazine*, 67(4), 20-23.

Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 815-860). White Plains, NY: Longman.

Pearson, P. D., & Johnson, D. D. (1978). *Teaching reading comprehension*. New York: Holt, Rinehart & Winston.

Pearson, P. D., & Stephens, D. (1994). Learning about literacy: A 30-year journey. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 22-42). Newark, DE: International Reading Association.

Pennac, D. (1992). *Comme un roman*. Paris: Gallimard.

Phoenix Learning Group. (2004). Reading: Emergent reading to fluency: Sullivan's Programmed Reading. Retrieved September 26, 2004, from http://www.phoenixlearninggroup.com/plr/programmed_reading.htm

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York: Penguin.

Prince Edward Island Department of Education, (1998). *Atlantic Canada English language arts curriculum: Entry-3*. Halifax, NS: Atlantic Provinces Education Foundation (APEF). Retrieved July 23, 2002, from <http://www.edu.pe.ca/publications/apef/ela/entry-3/toc.asp>

Proett, J., & Gill, K. (1986). *The writing process in action: A handbook for teachers*. Urbana, IL: NCTE.

Queen's University Faculty of Education Aboriginal Teacher Education Program. (2001). *Aboriginal Teacher Education Program web site contents*. Retrieved July 6, 2001, from <http://educ.queensu.ca/atep/contents.html>

Raphael, T. E., & Englert, C. S. (1990). Writing and reading: Partners in constructing meaning. *The Reading Teacher*, 43, 388-400.

Read, C. (1971). Pre-school children's knowledge of English phonology. *Harvard Educational Review*, 41, 1-34.

Read, C. (1975). *Children's categorization of speech sounds in English*. Urbana, IL: National Council of Teachers of English.

Reinking, D. (1994). *Electronic literacy* (Perspectives in Reading Research No. 4). Athens, GA: National Reading Research Center. (ERIC Document Reproduction Service No. ED 371 324)

Reinking, D. (1995). Reading and writing with computers: Literacy research in a post-typographic world. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Perspectives on literacy research and practice*. Forty-fourth yearbook of The National Reading Conference (pp. 17-33). Chicago: NRC.

Reinking, D. (1997). Me and my hypertext:)A multiple digression analysis of technology and literacy (sic). *The Reading Teacher*, 50, 626-643.

Reinking, D., & Bridwell-Bowles, L. (1991). Computers in reading and writing. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading*

research (Vol. 2, pp. 310-340). White Plains, NY: Longman.

Richards, J. C., & Gipe, J. P. (1997, December). *Themes in preservice teachers' cases: Rich sources of information for literacy teacher educators*. Paper presented at the annual meeting of the National Reading Conference., Scottsdale, AZ.

Rief, L. (1992). *Seeking diversity: Language arts with adolescents*. Portsmouth, NH: Heinemann.

Rochet, B. (1994). Le français à l'ouest de l'Ontario: Tendances phonétique du français parlé en Alberta. In C. Poirier (Ed.), *Langue, espace, société : Les variétés du français en Amérique du Nord* (pp. 433-455). Sainte-Foy, QC: Presses de l'Université Laval.

Rodriguez, L. (1985). Langue et tradition au Manitoba d'expression française. In Colloque du Centre d'études franco-canadiennes de l'Ouest (A. Saint-Pierre & L. Rodriguez, Eds.), *La langue, la culture et la société des francophones de l'Ouest : les actes du quatrième colloque du Centre d'études franco-canadiennes de l'Ouest tenu au Collège universitaire de Saint-Boniface les 23 et 24 novembre 1984* (pp. 137-143). St. Boniface, MB: CEFCO.

Roehler, L. R., & Duffy, G. G. (1984). Direct explanation of comprehension processes. In G. G. Duffy, L. R. Roehler, & J. Mason (Eds.), *Comprehension instruction: Perspectives and suggestions* (pp. 265-280). New York: Longman.

Rosenblatt, L. M. (1938/1968). *Literature as exploration*. New York: Noble and Noble.

Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory*

of the literary work. Carbondale: Southern Illinois University Press.

Ross, M. G. (1976). *The university: The anatomy of academe*. New York: McGraw-Hill.

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 38-58). Hillsdale, NJ: Erlbaum.

Rumelhart, D. E. (1985). Toward an interactive model of reading. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 722-750). Newark, DE: International Reading Association.

Rumelhart, D. E., & Ortony, A. (1977). The representation of knowledge in memory. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), *Schooling and the acquisition of knowledge* (pp. 97-135). Hillsdale, NJ: Erlbaum.

Russell, T. (1999, February). *The challenge of change in (teacher) education*. Keynote address presented to "The Challenge of Change in Education" conference, Sydney, Australia. Retrieved December 7, 2002, from <http://educ.queensu.ca/~russell/howteach/change.htm>

Russell, T. (2001, April). *Radical program change in preservice teacher education: What and how we learn from personal and institutional experience*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA. Retrieved December 7, 2002, from <http://educ.queensu.ca/~ar/aera2001/Russell2001.pdf>

Sadinsky, G. (1997). Fast track to the class room [sic]. *Queen's Alumni Review*,

71(1), 10-11.

Saint-Laurent, L., Giasson, J., Simard, C., Dionne, J. J., & Royer, E. (1995).

Programme d'intervention auprès des élèves à risque : une nouvelle option éducative.

Montréal, QC: Éd. Gaëtan Morin.

Samuels, S. J. (1985). Toward a theory of automatic information processing in reading: Updated. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 719-721). Newark, DE: International Reading Association.

Saskatchewan Education. (1997a). *English language arts: A curriculum guide for the elementary level*. Regina, SK: Author.

Saskatchewan Education. (1997b). *English language arts: A curriculum guide for the middle level*. Regina, SK: Author.

Saskatchewan Education. (2004a). *Classroom voices: Language-based learning in the elementary school*. [Review] Retrieved June 12, 2004, from http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/midela/t-dc.html#e11e162

Saskatchewan Education. (2004b). *Constructing meaning: Integrating elementary language arts*. [Review] Retrieved June 12, 2004, from http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/midela/t-dc.html#e11e169

Schiele, J. H. (1994). Afrocentricity: Implications for higher education. *Journal of Black Studies*, 25(2), 150-169.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design*

for teaching and learning in the professions. San Francisco, CA: Jossey-Bass.

Scott, R. (1993). *Spelling: Sharing the secrets*. Toronto, ON: Gage.

Scurfield, J. M. (1998). *The teacher compensation process*. [Report to the Manitoba Minister of Education and Training]. Winnipeg, MB: Author.

Sedgwick, E. K. (1990). *Epistemology of the closet*. Berkeley, CA: University of California Press.

Serebrin, W. G. (1995). *Empowering ourselves to inquire: Preservice teacher education as a collaborative enterprise* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9608564

Sheffield, E. F. (1970). The post-war surge in post-secondary education: 1945-1969. In J. D. Wilson, R. M. Stamp, & L.-P. Audet (Eds.), *Canadian education: A history* (pp. 416-443). Scarborough, ON: Prentice-Hall.

Shen, L. (1992). Chinese ways of thinking about knowledge. In A. Blunt (Ed.), *33rd annual adult education research conference AERC 1992: Proceedings* (Rev. ed., pp. 219-227). Saskatoon, SK: College of Education, University of Saskatchewan. (ERIC Document Reproduction Service No. ED 368 856)

Shepherd, H. (1996). *A content analysis of course syllabi in elementary teacher preparation* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9633426

Shirley, R. I., & Bencloski, J. W. (Eds.). (1990). *The introductory course in geography for the preservice teacher* [CD-ROM]. Washington, DC: Association of American Geographers. Abstract from: SilverPlatter File: ERIC Item ED 363 560

- Short, K. G., & Burke, C. L. (1989). New potential for teacher education: Teaching and learning as inquiry. *The Elementary School Journal*, 90(2), 193-206.
- Short, K. G., Harste, J. C., & Burke, C. (1995). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.
- Short, K. G., & Pierce, K. M. (Eds.). (1990). *Talking about books: Creating literate communities*. Portsmouth, NH: Heinemann.
- Shulha, L. M. (1994). Understanding novice teachers' thinking about student assessment. *Alberta Journal of Educational Research*, 45(3), 288-303.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- Shutes, R. E. (1984). Notes on a theory of teacher education. In J. Denton, W. Peters, & T. Savage (Eds.), *New directions in teacher education: Foundations, curriculum, policy* (pp. 25-41). College Station, TX: Instructional Research Laboratory, College of Education, Texas A & M University.
- Shwery, C. (1995). *Reading beliefs, practices, and theories in classroom teaching: Congruent, ambiguous, and incongruent relationships* [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9620381
- Slattery, P. (1995). *Curriculum development in the postmodern era*. New York: Garland.
- Slavin, R. (1983). *Cooperative learning*. New York: Longman.
- Slavin, R., Sharan, S., Kagan, S., Lazarowitz, R. H., Webb, C., & Schmuck, R. (Eds.). (1985). *Learning to cooperate: Cooperating to learn*. New York: Plenum Press.

Smagorinsky, P., & Whiting, M. E. (1995). *How English teachers get taught: Methods of teaching the methods class*. Urbana, IL: Conference on English Education, National Council of Teachers of English.

Small, R. C., Jr. (Chair) & the NCTE Standing Committee on Teacher Preparation and Certification. (1996). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: National Council of Teachers of English.

Smith, C., & Bean, T. W. (1980). The guided writing procedure: Integrating content reading and writing improvement. *Reading World*, 19, 290-298.

Smith, F. (1971a). *Psycholinguistics and reading*. New York: Holt, Rinehart & Winston.

Smith, F. (1971b). *Understanding reading*. New York: Holt, Rinehart & Winston.

Smith, F. (1973). *Comprehension and learning*. New York: Holt, Rinehart & Winston.

Smith, F. (1978a). *Reading*. New York: Cambridge University Press.

Smith, F. (1978b). *Reading without nonsense*. New York: Teachers College Press.

Smith, F. (1978c). *Understanding reading: A psycholinguistic analysis of reading and learning to read*. New York: Holt, Rinehart & Winston.

Smith, F. (1988). *Joining the literacy club: Further essays into education*. Portsmouth, NH: Heinemann.

Squire, J. R. (1991). The history of the profession. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 3-17). New York: Macmillan.

Stahl, S. A. (1992). Saying the "p" word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*, 45, 618-625.

Stansell, J. C. (1994). Reflection, resistance, and research among preservice teachers studying their literacy histories: Lessons for literacy teacher education. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice*. Forty-third yearbook of The National Reading Conference (pp. 448-458). Chicago, IL: NRC.

Statistics Canada (2003). *Population by knowledge of official language, provinces and territories* [2001 Census]. Retrieved July 16, 2003, from Statistics Canada: <http://www.statcan.ca/english/Pgdb/demo19a.htm>

Stauffer, R. G. (1969). *Directing reading maturity as a cognitive process*. New York: Harper & Row.

Stauffer, R. G. (1975). *Directing the reading-thinking process*. New York: Harper & Row.

Stolarski, V. S., & Erwin, E. J. (1991). Course content and assignments of teacher preparation programs in vision [CD-ROM]. *Journal of Visual Impairment and Blindness*, 85(3), 125-128. Abstract from: SilverPlatter File: ERIC Item EJ 428 621

Sutton, C. (1998, April 13). Salary not key to education [Letter to the editor]. *Winnipeg Free Press*, p. A7.

Tapia, E. (1999). "I wouldn't think nothin' of it": Teacher candidates survey public on nonstandard usage. *English Education*, 31(4), 295-309.

Tardif, J. (1992). *Pour un enseignement stratégique : l'apport de la psychologie*

cognitive. Montréal, QC: Logiques.

Tardif, J. (1997). *Pour un enseignement stratégique : l'apport de la psychologie cognitive* (2e éd.). Montréal, QC: Logiques.

Temple, C., & Gillet, J. W. (1984). *Language arts: Learning processes and teaching practices*. Boston: Little Brown.

Théberge, R., & Lentz, F. (1990). L'enseignement de la langue maternelle aux francophones de milieux minoritaires au Canada. Dans G. Gagné, M. Pagé, & E. Tarrab (Éds.), *Didactique des langues maternelles : questions actuelles dans différentes régions du monde* (pp. 63-76). Montréal, QC: ÉRP.

Tierney, R. J., & Pearson, P. D. (1983). Toward a composing model of reading. *Language Arts*, 60, 568-580.

Tom, A. R. (1985). Inquiring into inquiry-oriented teacher education. *Journal of Teacher Education*, 36(5), 35-44.

Tompkins, G. E. (1994). *Teaching writing: Balancing process and product* (2nd ed.). New York: Macmillan.

Tompkins, G. E. (1997). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Prentice Hall.

Tompkins, G. E. (1998). *Language arts: Content and teaching strategies* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Tompkins, G. E. (2002). *Language arts: Content and learning package* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Tompkins, G. E., Bright, R. M., Pollard, M. J., & Winsor, P. J. T. (1999).

Language arts: Content and teaching strategies (Canadian ed.). Scarborough, ON: Prentice Hall/Allyn & Bacon.

Tompkins, G. E., Bright, R. M., Pollard, M. J., & Winsor, P. J. T. (2002).

Language arts: Content and teaching strategies (2nd Canadian ed.). Scarborough, ON: Pearson/Prentice Hall.

Tompkins, G. E., Bright, R. M., Pollard, M. J., & Winsor, P. J. T. (2005).

Language arts: Content and teaching strategies (3rd Canadian ed.). Toronto, ON: Pearson/Prentice Hall.

Tompkins, G. E., & Hoskisson, K. (1991). *Language arts: Content and teaching strategies* (2nd ed.). New York: Merrill.

Tompkins, G. E., & Hoskisson, K. (1995). *Language arts: Content and teaching strategies* (3rd ed.). Englewood Cliffs, NJ: Merrill.

Tompkins, G. E., & McGee, L. M. (1993). *Teaching reading with literature: Case studies to action plans*. Toronto, ON: Maxwell Macmillan.

Tough, J. (1977). *Talking and learning: A guide to fostering communication skills in nursery and infant schools*. London: Ward Lock.

Tremmel, M. (2002, March). *Multigenre writing and Bakhtin*. Paper presented at the 53rd annual meeting of the Conference on College Composition and Communication, Chicago. Abstract from: SilverPlatter File: ERIC Item ED 466 560

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago.

Université de Montréal. (1997). *Politique sur les droits des étudiants et des*

étudiantes de l'Université de Montréal [Recueil officiel, Règlements, directives, politiques et procédures]. Retrieved August 2, 2002, from http://www.secgen.montreal.ca/pdf/reglem/francais/sec_20/regl20_9.pdf

Université d'Ottawa, Recherche institutionnelle et planification. (2003a). *En bref . . . Inscriptions*. Retrieved December 26, 2003, from <http://www.uottawa.ca/services/irp/fra/coupdoeil.html>

Université d'Ottawa, Recherche institutionnelle et planification. (2003b). *Nombre d'étudiants selon la langue d'usage*. Retrieved December 26, 2003, from http://www.uottawa.ca/services/irp/fra/language_used02.html

Université Laval. (2004). *Université Laval at a glance*. Retrieved June 12, 2004, from <http://www.ulaval.ca/scom/Presentation/anglais/background.html>.

University Education Review Commission. (1993). *Post-secondary education in Manitoba: Doing things differently*. Report of the University Education Review Commission. Winnipeg, MB: Manitoba Education.

University of Alberta. (2003). *Faculté Saint-Jean 2002/2003 annual report*. Retrieved December 26, 2003, from <http://www.uofaweb.ualberta.ca/vpfinancerp/pdf/AnnualReport0203FSJ.pdf>

University of Manitoba. (1997a). *Taking stock: What the task force heard*. [First report of the Task Force on Strategic Planning]. Winnipeg, MB: Author.

University of Manitoba. (1997b). *Transformation: Continuity and change*. Second report of the Task Force on Strategic Planning. Winnipeg, MB: Author.

University of Manitoba. (1998). *Building on strengths*. Final report of the Task

Force on Strategic Planning. Winnipeg, MB: Author.

University of Manitoba, Information Services and Technology, Administrative Systems. (2004). *Student Evaluation of Education Quality (SEEQ) information page*. Retrieved May 3, 2004, from <http://www.umanitoba.ca/campus/adpc/seeq/seeq.html>

University of Manitoba Student Affairs. [1996]. *The rulebook: A guide for students at the University of Manitoba 1996-97*. Winnipeg, MB: Office of the Vice Provost (Student Affairs), University of Manitoba.

University of Manitoba Student Affairs. [1998]. *A guide for students at the University of Manitoba 98-99: (Handbook)*. Winnipeg, MB: Office of the Vice Provost (Student Affairs), University of Manitoba.

Usher, R., & Edwards, R. (1994). *Postmodernism and education*. London: Routledge.

Valli, L. (Ed.). (1992). *Reflective teacher education: Cases and critiques*. Albany, NY: State University of New York Press.

Van Fossen, R. (Ed.). (1990). *To make a difference: Teacher education for the 1990s. Proceedings from a COU-sponsored conference on teacher education, April 30 - May 1, 1990*. Toronto, ON: Council of Ontario Universities.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Waddell, E. (1994). Un continent—Québec et une poussière d'îles : Asymétrie et éclatement au sein de la francophonie nord-américaine. In C. Poirier (Ed.), *Langue, espace, société : Les variétés du français en Amérique du Nord* (pp. 203-225). Sainte-

Foy, QC: Presses de l'Université Laval.

Walker, L. (1990). Networks and paradigms in English language arts in Canadian faculties of education. *Canadian Journal of Education*, 15(2), 115-131.

Warren-Leubecker, A., & Bohannon, J. N. (III). (1985). Language in society: Variation and adaptation. In J. Berko-Gleason (Ed.), *The development of language* (pp. 331-367). Columbus, OH: Charles E. Merrill.

Weaver, C. (1994). *Reading process and practice: From socio-psycholinguistics to whole language*. Portsmouth, NH: Heinemann.

Weber, R. P. (1990). *Basic content analysis* (2nd ed.) Sage university papers series. Quantitative applications in the social sciences no. 07-049. Newbury Park, CA: Sage.

Wentworth, R. A. L. (1999). *Montessori for the new millennium: Practical guidance on the teaching and education of children of all ages, based on a rediscovery of the true principles and vision of Maria Montessori*. Mahwah, NJ: Erlbaum.

Western Canadian Protocol. (2001, July 31). *Western Protocol Agreement*. Retrieved August 8, 2001, from <http://www.wcp.ca/main.html>

Western Canadian Protocol for Collaboration in Basic Education. (1996). *The common curriculum framework for English language arts kindergarten to grade 12 (Grades 10-12 draft)*. [n.p.: Author].

Western Canadian Protocol for Collaboration in Basic Education. (1998). *The common curriculum framework for English language arts kindergarten to grade 12*. [n.p.: Author]

Wilcox, B. L. (1996). Smart portfolios for teachers in training. *Journal of Adolescent and Adult Literacy*, 40(3), 172-179.

Wiles, J. M. (1994, November). *Using portfolios to enable undergraduate preservice teachers to construct personal theories of literacy*. Paper presented at the Annual Meeting of the College Reading Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 380 766)

Willinsky, J. (1990). *The new literacy: Redefining reading and writing in the schools*. New York: Routledge.

Wilson, J. D. (1970). The Ryerson years in Canada West. In J. D. Wilson, R. M. Stamp, & L.-P. Audet (Eds.), *Canadian education: A history* (pp. 214-240). Scarborough, ON: Prentice-Hall.

Witherell, C., & Noddings, N. (1991). *Stories lives tell: Narrative and dialogue in education*. New York: Teachers College Press.

Wolfe, D. (Chair) & the NCTE Standing Committee on Teacher Preparation and Certification. (1986). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: National Council of Teachers of English.

Yopp, R. H., & Yopp, H. K. (1992). *Literature-based reading activities*. Toronto, ON: Allyn & Bacon.

Young, J., & Graham, R. (1998). Curriculum, identity and experience in multicultural teacher education. *Alberta Journal of Educational Research*, 44(4), 397-407.

Yukon College. (2002). *Yukon Native Teacher Education Program*. Retrieved

July 6, 2001, from <http://www.yukoncollege.yk.ca/programs/yntep.htm>

Zeichner, K. M. (1986). Preparing reflective teachers: An overview of instructional strategies which have been employed in preservice teacher education.

International Journal of Educational Research, 11(5), 565-575.

Zigo, D., & Moore, M. T. (2002). Accountability and teacher education: Just like everyone else—Teaching to the test? *English Education*, 34(2), 137-155.

APPENDICES

Appendix A

Canadian Teacher Education Institutions

Canadian Teacher Education Institutions

Following are the Canadian teacher education institutions approached in this study, as listed in *The CEA Handbook/Le Ki-es-ki 1998* (Canadian Education Association/ Association canadienne d'éducation [CEA/ACE], 1998)¹:

British Columbia

Malaspina University College
University College of the Cariboo
University of British Columbia
Simon Fraser University
Trinity Western University
University of Victoria

Alberta

The University of Alberta
The University of Alberta--Faculté St.-Jean
University of Calgary
University of Lethbridge

Saskatchewan

University of Regina
University of Saskatchewan

Manitoba

Brandon University
Collège universitaire de Saint-Boniface
University of Manitoba
University of Winnipeg

Ontario

Brock University
Lakehead University
Laurentian University
Université Laurentienne
Nipissing University
The Ontario Institute for Studies in
Education of the University of
Toronto (OISE/UT)
Université d'Ottawa
University of Ottawa
Queen's University

Trent University
University of Waterloo
The University of Western Ontario
University of Windsor
York University

Quebec

Bishop's University
Concordia University
Université Laval
McGill University
Université de Montréal
Université du Québec en Abitibi-
Témiscamingue
Université du Québec à Chicoutimi
Université du Québec à Hull
Université du Québec à Montréal
Université du Québec à Rimouski
Université du Québec à Trois-Rivières
Université de Sherbrooke

New Brunswick

Université de Moncton
University of New Brunswick
St. Thomas University

Nova Scotia

Acadia University
Mount St. Vincent University
Université Sainte-Anne
St. Francis Xavier University

Prince Edward Island

University of Prince Edward Island

Newfoundland

Memorial University of Newfoundland

1

Institutions offering teacher education in both French and English were listed twice, and heads of programs in both languages were contacted.

Below are the same institutions as listed above, separated into English and French institutions.

- | | |
|--|--|
| E-01 Malaspina University College | E-30 University of New Brunswick |
| E-02 University College of the Cariboo | E-31 St. Thomas University |
| E-03 University of British Columbia | E-32 Acadia University |
| E-04 Simon Fraser University | E-33 Mount St. Vincent University |
| E-05 Trinity Western University | E-34 St. Francis Xavier University |
| E-06 University of Victoria | E-35 University of Prince Edward Island |
| E-07 The University of Alberta | E-36 Memorial University of
Newfoundland |
| E-08 University of Calgary | |
| E-09 University of Lethbridge | |
| E-10 University of Regina | F-01 Faculté Saint-Jean Université
d'Alberta |
| E-11 University of Saskatchewan | F-02 Collège universitaire de Saint-
Boniface |
| E-12 University of Brandon | F-03 Université Laurentienne |
| E-13 University of Manitoba | F-04 Université d'Ottawa |
| E-14 University of Winnipeg | F-05 Université Laval |
| E-15 Brock University | F-06 Université de Montréal |
| E-16 Lakehead University | F-07 Université du Québec en Abitibi-
Témiscamingue |
| E-17 Laurentian University | F-08 Université du Québec à Chicoutimi |
| E-18 Nipissing University | F-09 Université du Québec à Hull |
| E-19 OISE/University of Toronto | F-10 Université du Québec à Montréal |
| E-20 University of Ottawa | F-11 Université du Québec à Rimouski |
| E-21 Queen's University | F-12 Université du Québec à Trois-Rivières |
| E-22 Trent University | F-13 Université de Sherbrooke |
| E-23 University of Waterloo | F-14 Université de Moncton |
| E-24 The University of Western Ontario | F-15 Université Sainte-Anne |
| E-25 University of Windsor | |
| E-26 York University | |
| E-27 Bishop's University | |
| E-28 Concordia University | |
| E-29 McGill University | |

Appendix B

Initial Letter to Department Heads and Information Forms (English and French Versions)

THE UNIVERSITY OF MANITOBA FACULTY OF EDUCATION
Department of Curriculum
Humanities and Social Sciences

Winnipeg, Manitoba
Canada R3T 2N2

Pat Sadowy
(204)-474-9043 (phone)
(204)-474-7550 (FAX)
sadowy@ms.umanitoba.ca (email)

FIELD(8)[Department Head's Name]
FIELD(7)[Role], FIELD(2)[Name of Department and Faculty]
FIELD(1)[Institution]
FIELD(3)[Street Address]
FIELD(4)[City], FIELD(5)[Prov] FIELD(6)[Code]

September 20, 1998

Dear FIELD(8)[Department Head's Name]:

I am an instructor in the Language and Literacy subgroup of the Department of Curriculum: Humanities and Social Sciences in the Faculty of Education at the University of Manitoba. I am also a graduate student here, pursuing a PhD in Language and Literacy Education. As my doctoral research, I am conducting a study entitled *A Description of Elementary Language Arts Curriculum and Instruction in Canadian Preservice Teacher Education*. This study involves a content analysis of course syllabi from instructors who teach mandatory language arts/literacy methods courses (curriculum and instruction) for preservice teachers in Canadian universities in 1998-99. It also involves a brief survey of these instructors' current teaching contexts, professional backgrounds, and previous teaching experience. I will send you an executive summary of my findings as soon as my work is complete. I will use the results in my doctoral dissertation. As well I may use them in presentations or publications at a future date. At no time will I identify you, your instructors, your courses, your programs, or your institution.

I would appreciate very much if you would help me by completing the information requested on the enclosed form and returning it to me by mail in the return envelope provided or by FAX (204-474-7550). I will use this information to contact instructors directly to request course syllabi and provide them with the survey questionnaires.

If you have any questions or concerns about my study, please contact me by email (sadowy@ms.umanitoba.ca), by telephone (204-474-9043), by FAX, or by post. Alternately, you may wish to contact my doctoral program advisor, Dr. Stan Straw, by email (Stan_Straw@umanitoba.ca), by telephone (204-474-9074), by FAX (204-7550) or by post (Room 238 Education Bldg., Winnipeg, MB R3T 2N2).

I appreciate your assistance with my work. Thank you.

Sincerely,

(Ms) Pat Sadowy
enc. 2

Please list the names and other requested information for all instructors who teach courses which comply with all the following:

- a) the course is a curriculum and instruction (i.e., a methods or "how-to-teach" course);
- b) the course concerns language arts and/or literacy;
- c) the course is mandatory (i.e., successful completion of it is required for graduation);
- d) the course is primarily intended for undergraduate, preservice teachers;
- e) the course is running this academic year (i.e., 1998-99);
- f) the course prepares teachers to teach children at the Elementary level (including Early Years, Middle Years, Primary-Junior, but not including Secondary or Senior Years);
- g) the course is in any year of the program (i.e., final (certification) year, or penultimate year, or first year of an after-degree program, etc.--any year, as long as the course is mandatory).

Please provide information about such Language Arts curriculum and instruction courses in all programs for which your department is ultimately responsible, including programs for special populations of students, satellite programs delivered off-campus, distance education programs, etc. If you require more space, please feel free to write on the back of the form or to attach an extra page.

Please return to: Pat Sadowy, Room 240 Faculty of Education, University of Manitoba,
Winnipeg, MB R3T 2N2 FAX 204-474-7550

Winnipeg, Manitoba
Canada R3T 2N2

FIELD(8)[Department Head's Name]
FIELD(7)[Role], FIELD(2)[Name of Department and Faculty]
FIELD(1)[Institution]
FIELD(3)[Street Address]
FIELD(4)[City], FIELD(5)[Prov] FIELD(6)[Code]

(Ms) Pat Sadowy
pièces jointes 2

Veillez faire une liste des noms et d'autres renseignements réquises pour toutes les instructeurs et instructrices qui enseignent des cours qui se conforment à tous les détails suivants:

- a) le cours s'agit des méthodes d'enseigner, c'est à dire, il répond à “qu'est-ce que je dois faire, et comment est-qu'on le fait?”;
- b) le cours s'agit de la didactique des arts langagiers et/ou de la littéracie, et aussi, il s'agit d'abord de la langue première;
- c) le cours est obligatoire--on doit l'achever pour obtenir son diplôme;
- d) le cours est destiné surtout pour la formation--aux cieux qui se préparent la première fois la licence pour enseigner;
- e) le cours se passe pendant cette année scolaire, 1998-99;
- f) le cours est destiné à l'enseignement des enfants--au niveaux de la jeune enfance, primaire, intermédiaire, élémentaire (M à 6), des moyens années (5 à 8), mais pas secondaire;
- g) le cours se passe à n'importe quel cycle de la programme entière tant que le cours est obligatoire.

Veillez donner des renseignements pour tels cours de la didactique des arts langagiers et/ou de la littéracie de toutes les programmes dont votre établissement de formation est responsable en ultime, comme les programmes pour les populations spéciales, les programmes satellites loin du campus, les programmes de télé-éducation, etc. Si l'espace vous manque, écrire à l'autre côté de la formulaire ou attacher une feuille supplémentaire.

Appendix C

Initial Letter to Instructors and Permission Forms (English and French Versions)

THE UNIVERSITY OF MANITOBA FACULTY OF EDUCATION
Department of Curriculum
Humanities and Social Sciences

Winnipeg, Manitoba
Canada R3T 2N2

Pat Sadowy
(204)-474-9043 (phone)
(204)-474-7550 (FAX)
sadowy@ms.umanitoba.ca (email)

FIELD(11)[Instructor's Name]
FIELD(12)[Instructor's Address]
FIELD(2)[Name of Department and Faculty]
FIELD(1)[Institution]
FIELD(3)[Street Address]
FIELD(4)[City], FIELD(5)[Prov] FIELD(6)[Code]

December 1, 1998

Dear FIELD(11):[Instructor's Name]

I am an instructor in the Language and Literacy subgroup of the Department of Curriculum: Humanities and Social Sciences in the Faculty of Education at the University of Manitoba. I am also a graduate student here, pursuing a PhD in Language and Literacy Education. As my doctoral research, I am conducting a study entitled *A Description of Elementary Language Arts Curriculum and Instruction in Canadian Preservice Teacher Education*. This study involves a content analysis of course syllabi from instructors who teach mandatory language arts/literacy methods courses (curriculum and instruction) for preservice teachers in Canadian universities. It also involves a brief survey of these instructors.

I recently received your name from FIELD(8)[Dept. Head's Name], FIELD(7)[Dept. Head's role/title] of FIELD(2)[Name of Department and Faculty], when I inquired about mandatory LA C&I courses taught at your institution. I would appreciate very much if you would help me conduct this study by completing the enclosed two-page survey questionnaire and sending me one copy of the course syllabus you are using for the 1998-99 year for each separate LA C&I course you are teaching or will teach. According to your department head, this would involve FIELD(13)[Course One Course No~] and FIELD(14)[Course Two Course No~]. If you have a course that begins in January of 1999 but have not yet prepared the syllabus for it, please send me the course syllabus of a similar course you taught last year. If you teach multiple sections of the same course and use the same syllabus for each one, then I am requesting only one copy of it. I would also appreciate your including any material which you consider supplementary to the syllabus (i.e., reading list, assignment descriptions, grading schemes). Please complete the enclosed permission form and include it as well. I have provided an addressed envelope and a mailing label; please use whichever is most convenient for sending your material to me. I expect that your participation in my study will require about 30 minutes in all.

I am interested in a variety of aspects of LA C&I courses including assignments, textbooks and other readings, topics, and formats of delivery, both standard and alternative. I expect that my results will be of interest to many people involved in the field of education, but I believe that those of us who teach these courses will be most interested.

I will send you an executive summary of my findings as soon as my work is complete. I will use the results in my doctoral dissertation. As well I may use them in presentations or publications at a future date. At no time will I identify you or your course, your program, or your institution. I may quote selected passages from your syllabus or supplementary materials but will mask any identification. Also, I may conduct secondary analyses of my data at a future time after my dissertation work is complete. Again, any information from these analyses will be reported anonymously. I will have one or two additional coders helping me code information for inter-rater reliability; however, before they work with your syllabus and related information, all identifying information will be removed. Your participation is entirely voluntary, and you may contact me at any time to request that I no longer use your material in my work.

I welcome your questions or concerns about my study. Please feel free to contact me by email (sadowy@ms.umanitoba.ca), by telephone (204-474-9043), by FAX (204-474-7550), or by post (Room 240 Education Bldg., University of Manitoba, Winnipeg, MB R3T 2N2). Alternately, you may wish to contact my advisor, Dr. Stan Straw, by email (Stan_Straw@umanitoba.ca), by telephone (204-474-9074), by FAX (204-474-7550), or by post (Room 238 Education Bldg., University of Manitoba, Winnipeg, MB R3T 2N2).

I look forward to receiving your syllabus, supporting materials, the survey questionnaire and the signed permission form from you soon. I appreciate your assistance with my work.

Thank you.

Sincerely,

(Ms) Pat Sadowy

enc. 2

Permission Form

I, _____, hereby permit the researcher, Pat Sadowy, to use my course syllabus/syllabi, including related information/materials enclosed (if any), and information from my completed survey questionnaire in her study entitled *A Description of Elementary Language Arts Curriculum and Instruction in Canadian Preservice Teacher Education*. I permit the researcher to quote brief passages of my materials in her reporting; however, I understand that no specific identifying information about me, my course, my program, or my institution will appear anywhere when results are disseminated in any way. I further understand that I may withdraw my materials from the study at any time.

Signed,

(signature)

(institution)

(date)

Please return to:
Ms Pat Sadowy, Room 240 Faculty of Education, University of Manitoba,
Winnipeg, MB R3T 2N2
FAX 204-474-7550

THE UNIVERSITY OF MANITOBA FACULTY OF EDUCATION
Department of Curriculum
Humanities and Social Sciences

Winnipeg, Manitoba
Canada R3T 2N2

Pat Sadowy
(204)-474-9043 (phone)
(204)-474-7550 (FAX)
sadowy@ms.umanitoba.ca (email)

FIELD(11)[Instructor's Name]
FIELD(12)[Instructor's Address]
FIELD(2)[Name of Department and Faculty]
FIELD(1)[Institution]
FIELD(3)[Street Address]
FIELD(4)[City], FIELD(5)[Prov] FIELD(6)[Code]

le 1 décembre, 1998

Monsieur/Madame FIELD(11)[Instructor's Name],

Je suis professeure de la didactique des langues au département de Curriculum : Humanités et Sciences Sociales à la Faculté d'éducation de l'Université du Manitoba. En plus, je suis étudiante à la Faculté des études supérieures. Dans le cadre de mes études doctorales, je fais une recherche intitulée *A Description of Elementary Language Arts Curriculum and Instruction in Canadian Preservice Teacher Education*. Cette étude me permettra de procéder à une analyse des contenus des syllabi écrits par les professeures et les professeurs qui enseignent des cours obligatoires en didactique des langues dans les programmes de formation des enseignantes et des enseignants dans les universités canadiennes pendant l'année scolaire 1998-99. De plus, il y aura un bref questionnaire sur les contextes dans lesquels les professeures et les professeurs enseignent, leur formation professionnelle ainsi que leur expérience dans l'enseignement.

FIELD(8)[Dept. Head's Name], FIELD(7)[Dept. Head's role/title] de FIELD(2)[Name of Department and Faculty], m'a indiqué que vous êtes professeure/professeur qui enseigne un cours obligatoire de didactique des langues. Je vous serais très reconnaissante si vous pouvez m'aider à effectuer cette recherche en complétant le questionnaire ci-inclus et en m'envoyant une copie du syllabus pour chaque cours de didactique des langues que vous enseignez ou vous enseignerez en 1998-99. D'après votre supérieure, ceci inclus le/les cours FIELD(13)[Course One Course No~] et FIELD(14)[Course Two Course No~]. Si vous enseignez un cours à partir de janvier 1999 et que vous n'avez pas encore préparé le syllabus, je vous serais gré de m'en envoyer un syllabus d'un cours semblable que vous avez enseigné dans le passé. Si vous enseignez plusieurs sections du même cours et utilisez le même syllabus pour chacun, m'envoyez qu'une copie. Vous pouvez ajouter d'autre matériel didactique que vous considérez complémentaire au syllabus (c'est-à-dire liste de lectures, exigences du cours, barème d'attribution des notes, etc.). Veuillez compléter la lettre de consentement et me la retourner. Vous trouverez ci-joint une enveloppe pré-adressée. Votre participation à cette recherche devrait durer environ trente minutes.

Je suis intéressée à plusieurs éléments de la didactique des langues y inclus les exigences, les textes à lire, les sujets à traiter et les méthodes pédagogiques. J'espère que mes résultats auront un intérêt pour les éducateurs et les éducatrices, mais surtout pour ceux et celles qui enseignent la didactique des langues.

Je vous enverrai un rapport sommaire aussitôt que ma recherche est complétée. Les résultats de cette étude me serviront dans la contexte de ma thèse ainsi que pour d'éventuelles présentations et publications. Il se peut que je cite votre syllabus ou votre matériel didactique. De plus, il est possible que je fasse une deuxième analyse des données à une date ultérieure. Les droits à l'anonymat et à la confidentialité des renseignements personnels et des renseignements sur votre programme et votre institution seront respectés. Un ou deux autres personnes m'aideront à codifier les informations et à vérifier l'accord inter-juges; cependant, avant qu'ils commencent leur travail, toute information sur l'identité sera retirée. Vous pouvez retirer votre documentation de cette recherche à n'importe quel moment.

Si vous avez des questions n'hésitez pas à me contacter par courriel (sadowy@ms.umanitoba.ca), par téléphone (204-474-9043), par télécopieur (204-474-7550) ou par la poste (Room 240 Education Bldg., Winnipeg, MB R3T 2N2). Vous pouvez aussi contacter mon directeur de thèse, Dr. Stan Straw par courriel (Stan_Straw@umanitoba.ca), par téléphone (204-474-9074), par télécopieur (204-474-7550) ou par la poste (Room 238 Education Bldg., Winnipeg, MB R3T 2N2).

J'ai hâte de recevoir votre syllabus, votre matériel didactique, le questionnaire et la lettre de consentement sous peu. J'apprécie votre appui à ma recherche. Veuillez agréer, Monsieur/Madame, l'expression de mes sentiments distingués.

(Ms) Pat Sadowy

pièces jointes 2

Lettre de consentement

Je, _____, autorise la
chercheuse, Pat Sadowy, à utiliser mon syllabus ou mes syllabi
y inclus le matériel didactique ci-joint, et les renseignements
tirés du questionnaire dûment complété dans le contexte de sa
recherche intitulée *A Description of Elementary Language
Arts Curriculum and Instruction in Canadian Preservice
Teacher Education*. J'autorise la chercheuse de citer des
passages de mes documents; cependant, je comprends
qu'aucune information qui pourrait m'identifier ou qui pourrait
identifier mon cours, mon programme ou mon institution
figurera dans les rapports sur les résultats. De plus, je
comprends que je peux me retirer de cette recherche à
n'importe quel moment.

Signature,

(signature)

(institution)

(date)

Veuillez renvoyer à:

Pat Sadowy, Room 240 Faculty of Education, University of Manitoba,
Winnipeg, MB R3T 2N2 FAX 204-474-7550

Appendix D

Instructor Survey Questionnaire (English and French Versions)

**A Description of Elementary Language Arts Curriculum and Instruction
in Canadian Preservice Teacher Education**

INSTRUCTOR SURVEY

Name _____

Institution _____

Email address _____

Gender Female ____ Male ____

Courses Taught in Language Arts/Literacy Curriculum & Instruction

Course Name	Course No.	Section No.	Enrollment /Section	Contact Hours
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Do you co-teach/team teach with any other instructor(s)? Yes____ No____

If yes, please list course number(s) and name(s) of other instructor(s):

Course No.	Instructor(s)
_____	_____
_____	_____
_____	_____

Workload for which you have been hired this year by the institution named above:

Full time ____ Part time ____

(continued....)

Academic Rank

Lecturer ____ Instructor ____ Assistant Professor ____
Assoc Professor ____ Full Professor ____ Other ____ (Please specify: _____)

Academic Degrees (check all that apply)

BA BSc BEd BPaed MA MSc MEd EdD PhD Other(s) _____

In what year did you earn your highest degree? _____

From what institution did you earn your highest degree?

Where is that institution located?

Teaching Experience (in years)

Nursery to Grade 13 _____

College &/or University _____

Of the College/University years, how many years were in Education? _____

Of the Education years, how many years were in Language Arts/Literacy? _____

Other relevant teaching experience:

Please return to: Pat Sadowy
Room 240 Education Bldg.
University of Manitoba
Winnipeg, MB R3T 2N2

Please use the addressed envelope or the mailing label provided. Remember to include a copy of your current course syllabi in Language Arts/Literacy as well as any related materials, the questionnaire, and the permission form.

THANK YOU

**A Description of Elementary Language Arts Curriculum and Instruction
in Canadian Preservice Teacher Education**

QUESTIONNAIRE AUPRÈS DU PROFESSEUR OU DE LA PROFESSEURE

Nom _____

Institution _____

Courriel _____

Sexe Homme ____ Femme ____

Cours enseignés en didactique des langues

Titre du cours	Numéro du cours	Section	Nombre d'étudiants	Heures de contact
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Est-ce que vous partagez la tâche d'enseignement avec un autre professeur ou une autre professeure? Oui ____ Non ____

Si oui, indiquez le numero du cours et le nom des autres professeures ou professeurs:

Numéro du cours	Professeure(s) ou professeur(s)
_____	_____
_____	_____
_____	_____

(a suivre...)

Charge du travail qui vous a été confiée par l'institution nommée ci-haut:

Temps plein ____ Temps partiel ____

Rang universitaire

Chargé de cours ____ Assistant ____ Adjoint ____

Agrégé ____ Titulaire ____ Autre(s) _____

Études supérieures et diplômes (cochez tous les diplômes obtenus)

B.A. ____ B.Sc. ____ B.Éd. ____ B.Paed. ____ M.A. ____

M.Sc. ____ M.Éd. ____ Éd.D. ____ Ph.D. ____ Autre(s) _____

En quelle année avez-vous reçu votre dernier diplôme? _____

De quelle institution avez-vous reçu votre dernier diplôme? _____

Où se situe cette institution? _____

Années d'expérience en enseignement

Maternelle à 13^e année _____ Université _____

De ces années à l'université, combien sont en Éducation? _____

De ces années en Éducation, combien sont en didactique des langues? _____

Autre expérience reliée à l'enseignement:

Veuillez retourner à:

Pat Sadowy Room 240 Education Bldg.

University of Manitoba Winnipeg, MB R3T 2N2

Veuillez utiliser l'enveloppe ou l'étiquette incluse. N'oubliez pas d'envoyer une copie de vos syllabi des cours de didactique des langues ainsi que le matériel didactique, le questionnaire et la lettre de consentement.

MERCI

Appendix E

Main Coding Instrument–Long Form

**A Description of Elementary Language Arts Curriculum and Instruction
in Canadian Preservice Teacher Education**

Main Coding Instrument—Long Form

Item coded: IN # _____ S# _____

Related materials:

IN # _____ S# _____

IN # _____ S# _____

IN # _____ S# _____

IN # _____ S# _____

IN # _____ S# _____

IN # _____ S# _____

IN # _____ S# _____

IN # _____ S# _____

MAIN CODING INSTRUMENT—LONG FORM

If a parallel syllabus has already been coded, do not use this form. Use the Main Coding Instrument—Short Form.

SECTION 1 IDENTIFICATION AND LOCATION INFORMATION

Coding start time: _____

Information for this section has already been collected on the **Identification and Location Coding Sheet**.

SECTION 2 INSTRUCTOR INFORMATION

Identification Numbers

015 IN# _____

016 S# _____

If information for this instructor has been coded already (although this syllabus has not been coded), indicate the Syllabus Number for which instructor information was coded: S# _____. Data will be copied during data entry. Then proceed to Section 3. If instructor information has not been coded, complete Section 2 before going on to Section 3.

Gender

	FEMALE	MALE	N/A
022	1	2	3

Workload

	FULLTIME	PARTTIME	N/A
023	1	2	3

Academic Level

024	LECT 1	INST 2	ASSIST-E 3	ASSOC 4	FULLPROF 5	
	CHARGÉ 6	ASSIST-F 7	ADJOINT 8	AGRÉGÉ 9	TITULAIRE 10	
	SECTCHR 11	TCHGASST 12	OTHER 13	N/A 14	Specify Other _____	

Earliest Academic Degree Marked

025	BA 1	BSC 2	BED 3	BPED 4	MA 5	MSC 6	MED 7	
	EDD 8	PHD 9	OTHER1 10	OTHER2 11	N/A 12	Specify Other(s) _____		

Second Academic Degree Marked

026	BA 1	BSC 2	BED 3	BPED 4	MA 5	MSC 6	MED 7	
	EDD 8	PHD 9	OTHER1 10	OTHER2 11	N/A 12	Specify Other(s) _____		

Third Academic Degree Marked

027	BA 1	BSC 2	BED 3	BPED 4	MA 5	MSC 6	MED 7	
	EDD 8	PHD 9	OTHER1 10	OTHER2 11	N/A 12	Specify Other(s) _____		

Fourth Academic Degree Marked

028	BA 1	BSC 2	BED 3	BPED 4	MA 5	MSC 6	MED 7	
	EDD 8	PHD 9	OTHER1 10		OTHER2 11		N/A 12	Specify Other(s) _____

Fifth Academic Degree Marked

029	BA 1	BSC 2	BED 3	BPED 4	MA 5	MSC 6	MED 7	
	EDD 8	PHD 9	OTHER1 10		OTHER2 11		N/A 12	Specify Other(s) _____

More than Five Academic Degrees Marked

030 YES 1 NO 2

Highest Degree

031	BA 1	BSC 2	BED 3	BPED 4	MA 5	MSC 6	MED 7	
	EDD 8	PHD 9	OTHER1 10		OTHER2 11		N/A 12	Specify Other(s) _____

Source of Highest Degree

Continent 032 NA 1 SA 2 EU 3 AS 4 AF 5 AU 6 N/A 7

Country 033 CA 1 US 2 MX 3 UK 4 FR 5 AU 6 NZ 7 OTHER 8 N/A 9 Other _____ Specify _____

Province 034 BC 1 AB 2 SK 3 MB 4 ON 5 QC 6 NB 7 NS 8 PE 9 NF 10 N/A 11

Year 035 ≤60 1 61-65 2 66-70 3 71-75 4 76-80 5 81-85 6 86-90 7 91-95 8 96-99 9 N/A 10

036 Actual year _____ 052 Institution _____

Supplementary Institution Codes 471-490 (as needed)

Teaching Experience (in years)

Teaching N-13

037	1-2 1	3-4 2	5-6 3	7-8 4	9-10 5	11-12 6	13-14 7	15-16 8	17-18 9	19-20 10	
	21-22 11	23-24 12	25-26 13	27-28 14	29-30 15	31-32 16	33-34 17	≥35 18	NONE 19	N/A 20	

Teaching at College/University Level

038	1-2 1	3-4 2	5-6 3	7-8 4	9-10 5	11-12 6	13-14 7	15-16 8	17-18 9	19-20 10	
	21-22 11	23-24 12	25-26 13	27-28 14	29-30 15	31-32 16	33-34 17	≥35 18	NONE 19	N/A 20	

Teaching in Education

039 1-2 3-4 5-6 7-8 9-10 11-12 13-14 15-16 17-18 19-20
 1 2 3 4 5 6 7 8 9 10
 21-22 23-24 25-26 27-28 29-30 31-32 33-34 ≥35 NONE N/A
 11 12 13 14 15 16 17 18 19 20

Teaching Language Arts/Literacy

040 1-2 3-4 5-6 7-8 9-10 11-12 13-14 15-16 17-18 19-20
 1 2 3 4 5 6 7 8 9 10
 21-22 23-24 25-26 27-28 29-30 31-32 33-34 ≥35 NONE N/A
 11 12 13 14 15 16 17 18 19 20

Teaching Other Subject Domains (e.g. Math)

041 1-2 3-4 5-6 7-8 9-10 11-12 13-14 15-16 17-18 19-20
 1 2 3 4 5 6 7 8 9 10
 21-22 23-24 25-26 27-28 29-30 31-32 33-34 ≥35 NONE N/A
 11 12 13 14 15 16 17 18 19 20

Other Relevant Teaching Experience (e.g. Administrator, Clinician, Consultant)

042 YES 1 NO 2 Specify all _____

Identified Area of Expertise of Instructor

043 LA MATH SS SCI MIX UNCLEAR OTHER
 1 2 3 4 5 6 7

044 Specify other _____

Second Identified Area of Expertise of Instructor

045 LA MATH SS SCI MIX UNCLEAR OTHER N/A
 1 2 3 4 5 6 7 8

046 Specify other _____

SECTION 3 COURSE CONTEXT-Part A

Team Teaching of Course

047 YES-PROF 1 NO 2 YES-TCHGASST 3 UNCLEAR 4 N/A 5

Instructors Teaching This Specific Section

048 ONE TWO THREE FOUR ≥FIVE
 1 2 3 4 5

Provide Instructor Number(s) for additional instructor(s) here:

049 NONE 1 IN# _____ IN# _____ IN# _____ IN# _____ IN# _____

(In coding transfer, list all instructor numbers preceded with "IN#")

Number of Additional Parallel Sections of This Course

	ONE	TWO	THREE	FOUR	≥FIVE	NONE
050	1	2	3	4	5	6

Provide Syllabus Number(s) for additional parallel section(s) here:

051 NONE 1 S# _____ S# _____ S# _____ S# _____ S# _____

(In coding transfer, list all syllabus numbers preceded with "S#")

A Main Coding Instrument-Short Form should be completed for each parallel section after the current syllabus has been coded.

053 to 054 (as needed)

Notes Concerning Parallel Syllabi and Syllabi of Multiple Instructors

SECTION 4 COURSE CONTEXT--Part B

Student Enrollment in Section

	1-10	11-20	21-30	31-40	41-50	51-60	61-70		056 Actual enrollment
055	1	2	3	4	5	6	7		_____
	71-80	81-90	91-100	101-150	151-200	>200	N/A		
	8	9	10	11	12	13	14		

Total Contact Hours

	1-10	11-20	21-30	31-35	35-40	41-45	46-50		058 Actual contact hrs
057	1	2	3	4	5	6	7		_____
	51-55	56-60	61-65	61-65	66-70	≥71	N/A		
	8	9	10	11	12	13	14		

079 EXACT 1 DERIVED 2

Length of Term

059 FULL YEAR 1 PART YEAR 2 OTHER 3 Specify _____

Language of Instruction

060 ENGLISH 1 FRENCH 2 OTHER 3 Specify _____

Level--First

	EY	MY	JRINT	ELEM/P-J	ALL	OTHER	N/A	Specify
061	1	2	3	4	5	6	7	Other _____

Level--Second

	EY	MY	JRINT	ELEM/P-J	ALL	OTHER	N/A	Specify
080	1	2	3	4	5	6	7	Other _____

Major Mode(s) of Course

	6/ALL	4/SLRW	ORAL/SL	LIT/RW	READ	WRIT	OTHER	UNCLEAR	Specify
062	1	2	3	4	5	6	7	8	Other _____

Integration of This Course in Program

	WHOLEPROG	ALLC&I	ONEC&I	OTHERL&L	NONE	UNCLEAR	Specify
063	1	2	3	4	5	6	_____

Negotiation--Overall Choice of Topics/Assignments/Activities

	ALL	MOST	SOME	NONE	UNCLEAR
064	1	2	3	4	5

Standard Syllabus

065 YES 1 NO 2 If no, specify _____

Pages in Syllabus

	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
066	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	≥20
	11	12	13	14	15	16	17	18	19	20

067 Actual number of pages (if over 20) _____ N/A 1

Pages of Support Materials

	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	
068	1	2	3	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	18	19	20	21
	11	12	13	14	15	16	17	18	19	20	21
	22	23	24	25	26	27	28	29	≥ 30	NONE	
	22	23	24	25	26	27	28	29	30	31	

069 Actual number of pages (if over 30)_____ N/A 1

Course Description

070 YES 1 NO 2

Policy Statements

Ethics Statement

071 YES-OFFICIAL YES-UNOFFICIAL NO
1 2 3

Confidentiality Statement

072 YES-OFFICIAL YES-UNOFFICIAL NO
1 2 3

Academic Integrity Statement

073 YES-OFFICIAL YES-UNOFFICIAL NO
1 2 3

Lateness and/or Absence Statement

074 YES-OFFICIAL YES-UNOFFICIAL NO
1 2 3

Department Statement

075 YES-OFFICIAL YES-UNOFFICIAL NO
1 2 3

Other Policy Statement

076 YES-OFFICIAL YES-UNOFFICIAL NO
1 2 3

Reference is Made to External/Overriding Policy

077 YES-UNIVERSITY YES-FACULTY NO YES-OTHER
1 2 3 4

Specify Other _____

Course is Researched

078 YES-BY INSTRUCTOR/TEAM YES-BY OTHER(S) NO
1 2 3

Specify Other _____

SECTION 5 ORIENTATIONS

Terms for Consideration in Coding of Theoretical Approach to Language Acquisition

(based on Bohannon & Warren-Leubecker, 1985)

BEHAVIOURIST

approximations
conditioning
consequences
control
empiricist
functional
imitation
manipulative
measurement
observation
reinforcement
shaping
skill
stimulus/response
training

LINGUISTIC

Chomsky, Noam
deduction
deep structure
generative/creative
grammar
innate
kernel sentences
LAD--language acquisition device
language universals
nativist
natural
relational
rule-governed
surface structure
TGG--transformational generative grammar

COGNITIVE INTERACTIONIST

cognitive development
constructivist
developmental
emergent
errors
maturation
miscues
performance limitations
Piaget, Jean
reason
schema
semantic classes
semantic relations
sequence
stages

SOCIAL INTERACTIONIST

CDS--child-directed speech
conventions
intentionality
language variations
negotiation of meaning
parental recasting
practical functions
pragmatics
role modelling
scaffolding
social registers
social dynamics
social play
supportive communicative structure
zone of proximal development

Terms for Consideration in Coding of LA/Literacy Orientation

(based on Butler-Kisber, Dillon, & Mitchell, 1997)

PRODUCT	PROCESS	POSTMODERN
ability level	aesthetic/efferent	appropriation of voice
basal	anecdotal information	autobiography
behaviourism	authentic experience	Barthes, Roland
bulk reading	child-centred	censorship
clarity	Chomsky, Noam	class/classism
correctness	comprehension	community
critical thinking	conferencing	critical literacy
decoding	connections	critical pedagogy
developmental continuum	constructivism	cultural studies
developmental stages	context	democracy
diagnose	cooperative learning	discourse
diagnostic	emergent literacy	diversity
disability	functions of language	Edelsky, Carole
free reading	Goodman, Ken	empowerment through literacy
grammar	Graves, Donald	epistemology
handwriting	Halliday, Michael	ethnography
independent	holistic	family
individualized	inquiry	feminism
inferential comprehension	integrated	Foucault, Michel
lesson	interpretation	Freire, Paulo
literal comprehension	journals	gender
literary canon	language acquisition	genre
mastery	language across curriculum	Giroux, Henry
mechanics	lifelong learning	identity
objectives	literature-based	ideology
outcome	meaning/meaningful	inclusivity
phonics	mini-lesson	intellectual freedom
Piaget, Jean	models of reading/writing	interdisciplinary
printing	negotiation	knowledge construction
product	observation	media/media literacy
program	portfolio assessment	mediation of language
readability	prior knowledge	multicultural
readiness	process	narrative
remedial	psycholinguistics	personal history
scope and sequence	reader response	political context
seatwork	response	popular culture
skills	scaffolding	postmodern
Skinner, B. F.	schema theory	power
spelling	sociolinguistics	race
standardized tests	stages of writing process	self-assessment
strategies	symbol systems/semiotics	sexism
taxonomy	teacher as writer	sexual orientation
teacher's guide	text set	Shor, Ira
teacher-centred	themes/units	social change
transmission	transaction	social context
usage	Vygotsky, Lev	socioeconomic
USSR	whole language	stance
vocabulary development	workshop	subjectivity
word recognition	write to read/read to write	textual studies
workbook	zone of proximal development	values

Activities for Consideration in Coding of Pedagogical Orientation
(based on Carter and Anders, 1996)

Practical/Craft Orientation

- students see/analyze/work with basal program components
- students use practical monographs as required readings
- instructor assigns creation of lesson plans, unit/theme plans
- instructor assigns collections (e.g., set of activities, information re: a children's writer, a set of children's poems/stories re: a theme/topic)
- instructor assigns/provides lists (e.g., children's books on a theme, websites, story topics)
- instructor assigns the trying out of a specific strategy/technique/method with children (e.g., DLTA, storytelling, jigsaw)
- students make/use children's games, centres, bulletin boards
- instructor demonstrates strategies (e.g., fishbowl, computer application)
- instructor uses simulations, role play
- instructor runs workshops, modified writers' workshops, literature circles
- students analyze cases involving strategy instruction
- students interview educators to collect details about implementing a specific strategy/program
- instructor refers to "real world" applications

Technological Orientation

- instructor uses survey textbook
- instructor provides quizzes, tests, exams of text contents
- instructor emphasizes spelling, handwriting, grammar, mechanics
- instructor emphasizes computer applications
- students develop skill lists, scope and sequence charts, developmental continua
- students study prepared programs (including CD ROMs), kits (e.g., ThinkLab), basals
- students study provincial curriculum requirements
- students apply provincial curriculum requirements in assignments
- students collect and/or try out activities, recipes, strategies, worksheets
- students learn/apply specific parts of a specific lesson plan and/or unit/theme plan model
- students engage in problem-based learning
- instructor refers to systems such as Total Quality Management (TQM) or other overall schemes for schooling
- instructor provides a motto for the class or for teaching in general

Personal Orientation

- instructor's assignments are characterized by reflection
- instructor's assignments include journals, dialogue journals
- students write their own cases, often sharing them with peers
- class activity involves discussions, seminars
- students create their own literacy histories/autobiographies
- students do activities with children then reflect on themselves as developing professionals
- students develop some aspect(s) of their *own* literacy
- students use their own and others' (peer and published) stories as texts
- students are provided with opportunities for choice and the exercise of responsibility
- students engage in self-assessments
- course includes moral and/or philosophical themes
- students consider their own personal meaning and style
- students are encouraged to develop an authentic voice

Academic Orientation

- students critique basal programs, computer programs, other programmed learning
- instructor assigns term papers, position papers
- assignments concern theories/theorists/historical developments
- students interview educators to assess their theoretical orientations to language learning/teaching
- instructor expects bibliographies, and may even provide examples or refer to examples (e.g., APA style manual)
- instructor assigns journal articles and monographs (perhaps in addition to survey textbook)
- instructor assigns a lot of reading/viewing
- instructor expects a lot of library work
- instructor mentions/provides for practice in/require library catalogue searches, ERIC searches, Internet searches
- class activities include debates, discussions about theoretical concepts
- part of course is an issues component, and assignments involve comparing/contrasting/analyzing/ evaluating different theories
- students study cases as exemplars
- instructor emphasizes academic rigour

Critical/Social Orientation

- students collect multicultural materials/
children's literature
- students analyze materials and procedures
in terms of cultural/gender variables
- students write papers about their own
stance/positioning concerning an
issue or practice
- students engage in ethnographic research
in their own preservice classroom
and/or with children in their practicum
classrooms (P-STAR: preservice
teacher as researcher)
- students collect children's views concerning
a topic (as text or starting point)
- students collect their own and others'
(including children's) narratives and
use them as texts to interrogate
- in literature circles in which preservice
teacher groups participate,
representative literature is used (e.g.,
ethnic, gay, gendered)
- students are expected to read literature
using a variety of lenses (e.g.,
feminist, Christian, Marxist)
- students do activities such as "finding one's
self in a book" in which they "locate"
themselves in literature (Gold, 1990).
- students study/debate controversial topics
(e.g., censorship, Standard English,
"proper" topics for children's writing,
cultural appropriation)
- students are given choices about activities
and assignments; they negotiate their
curriculum with the instructor
- students are required to select their own
topics/questions/problems for inquiry
- students write cases about social
injustices/inequalities

Overall Theoretical Approach to Language Acquisition

081 BEH count _____ % COG count _____ %

LING count _____ % SOC count _____ %

Total _____ 100 %

BEH	LING	COG	SOC	TIE	NONE
1	2	3	4	5	6

Overall LA/Literacy Orientation

082 PROD count _____ % POMO count _____ %

PROC count _____ % Total _____ 100 %

PROD	PROC	POMO	TIE	NONE
1	2	3	4	5

Overall Pedagogical Orientation

083 PRAC count _____ % ACAD count _____ %

TECH count _____ % CRIT count _____ %

PERS count _____ % Total _____ 100 %

PRAC	TECH	PERS	ACAD	CRIT	TIE	NONE
1	2	3	4	5	6	7

SECTION 6 READINGS

Language of Readings

	ENGLISH	FRENCH	BOTH	OTHER	NO RDGS	N/A
084	1	2	3	4	5	6

Overall Textual Items Required (Mandatory)

	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	≥TEN	NONE	UNCLEAR
085	1	2	3	4	5	6	7	8	9	10	11	12

Overall Textual Items Recommended (Suggested)

	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	11-20	21-30
086	1	2	3	4	5	6	7	8	9	10	11	12
	31-40	41-50	51-60	61-70	71-80	81-90	91-100	>100	SEV	NONE	UNCLEAR	
	13	14	15	16	17	18	19	20	21	22	23	

113 Actual _____

Major L.A. Survey Textbook Assigned as Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
087	1	2	3	4	5	6	7	8

Major L.A. Survey Textbook Assigned as Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
088	1	2	3	4	5	6	7	8

Major L.A. Monograph/Edited Volume Assigned as Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
089	1	2	3	4	5	6	7	8

Major L.A. Monograph/Edited Volume Assigned as Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
090	1	2	3	4	5	6	7	8

Major Textbook in Subject other than L.A. Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR	Specify Subject(s)
091	1	2	3	4	5	6	7	8	_____

Major Textbook in Subject other than L.A. Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR	Specify Subject(s)
092	1	2	3	4	5	6	7	8	_____

Major Monograph/Edited Volume in Subject other than L.A. Assigned as Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
093	1	2	3	4	5	6	7	8

Major Monograph/Edited Volume in Subject other than L.A. Assigned as Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
094	1	2	3	4	5	6	7	8

Package of Reading Material Required

095 YES 1 NO 2 UNCLEAR 3

Package of Reading Material Recommended

096 YES 1 NO 2 UNCLEAR 3

Articles/Individual Chapters Required

	1-5SPEC	6-10SPEC	≥11SPEC	SOMEUNSPEC	UNCLEAR	NONE
097	1	2	3	4	5	6

Articles/Individual Chapters Recommended

	1-5SPEC	6-10SPEC	≥11SPEC	SOMEUNSPEC	UNCLEAR	NONE
098	1	2	3	4	5	6

Government Document Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
099	1	2	3	4	5	6	7	8

Government Document Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
100	1	2	3	4	5	6	7	8

Children's/YA Literature Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
101	1	2	3	4	5	6	7	8

Children's/YA Literature Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
102	1	2	3	4	5	6	7	8

Specific Focus of Children's/YA Required Literature

	CND	PROV	CND&PROV	REG	PROV®	CND®	NONE	NA
103	1	2	3	4	5	6	7	8

Specific Focus of Children's/YA Recommended Literature

	CND	PROV	CND&PROV	REG	PROV®	CND®	NONE	NA
104	1	2	3	4	5	6	7	8

Other Print Material Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
105	1	2	3	4	5	6	7	8

106 Specify type(s) _____

Other Print Material Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
107	1	2	3	4	5	6	7	8

108 Specify type(s) _____

Non-Print Material Required

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
109	1	2	3	4	5	6	7	8
110	Specify type(s) _____							

Non-Print Material Recommended

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	NONE	UNCLEAR
111	1	2	3	4	5	6	7	8
112	Specify type(s) _____							

114 to 115 (as needed)

It is necessary to code specific textual materials which are mentioned in the syllabus. If the syllabus contains relatively few textual materials, include the codes for those items in the spaces below; use the code numbers provided in the **Coding Guidelines** section entitled "Section 6-Readings."

If the syllabus contains several textual materials, complete a separate set of **Textual Materials Coding Sheets** (TMCS) for this syllabus by checking off specific materials as listed on the TMCS.

Check here if no materials are mentioned ☐

Check here if a TMCS has been completed ☐

Otherwise, complete the listing below:

Codes for Textbooks/Compendiums, Monographs and Edited Books

 T T T T T T

Codes for Journal Articles, Chapters, and Articles in Edited Books

 T T T T T T

Codes for Government Documents

 T T T T T T

In transfer of codes, Textual Materials numbers must be preceded with a "T."

SECTION 7 CLASSROOM ACTIVITIES IN UNIVERSITY TEACHING

Locus of Instruction

116	FIELD/INST 1	FAC/INST 2	BOTH/INST 3	UNCLEAR 7
	FIELD/NOINST 4	FAC/NOINST 5	BOTH/NOINST 6	

If instruction is not specific (4-6 above), code all of subsection re: "In-Class Activities in which Pre-Service Teachers Engage" (below) as N/A 4 then move to subsection "Assessment/Assignments/Graded Activities."

In-Class Activities in which Pre-Service Teachers Engage

(in class, not solely as independent assignments)

Assessing Children's Work	YES	NO	UNCLEAR	N/A
117	1	2	3	4
Case Study	YES	NO	UNCLEAR	N/A
118	1	2	3	4
Computer Activity	YES	NO	UNCLEAR	N/A
119	1	2	3	4
Conferencing (Indiv/Group)	YES	NO	UNCLEAR	N/A
120	1	2	3	4
Demonstration (as Observer)	YES	NO	UNCLEAR	N/A
121	1	2	3	4
Discussion (General)	YES	NO	UNCLEAR	N/A
122	1	2	3	4
Discussion (Specific)	YES	NO	UNCLEAR	N/A
123	1	2	3	4
Electronic Newsgroup	YES	NO	UNCLEAR	N/A
124	1	2	3	4
Explanation of Assignments	YES	NO	UNCLEAR	N/A
125	1	2	3	4
Gov Doc Examin/Analysis	YES	NO	UNCLEAR	N/A
126	1	2	3	4
Group Activities (Unspecified)	YES	NO	UNCLEAR	N/A
127	1	2	3	4
Group Project (graded)	YES	NO	UNCLEAR	N/A
128	1	2	3	4

Guest Speaker 129	YES 1	NO 2	UNCLEAR 3	N/A 4
Individual Proj/Assignment 130	YES 1	NO 2	UNCLEAR 3	N/A 4
Journal/Logbook 131	YES 1	NO 2	UNCLEAR 3	N/A 4
Laboratory (with Children) 132	YES 1	NO 2	UNCLEAR 3	N/A 4
Lecture 133	YES 1	NO 2	UNCLEAR 3	N/A 4
Library Visit (Research) 134	YES 1	NO 2	UNCLEAR 3	N/A 4
Literature Sharing (C/YA) 135	YES 1	NO 2	UNCLEAR 3	N/A 4
Making Teaching Materials 136	YES 1	NO 2	UNCLEAR 3	N/A 4
Materials Examin/Analysis 137	YES 1	NO 2	UNCLEAR 3	N/A 4
Notetaking 138	YES 1	NO 2	UNCLEAR 3	N/A 4
Presentation to Peers 139	YES 1	NO 2	UNCLEAR 3	N/A 4
Portfolio Dev't/Sharing 140	YES 1	NO 2	UNCLEAR 3	N/A 4
Problem Solving 141	YES 1	NO 2	UNCLEAR 3	N/A 4
Reader's Workshop 142	YES 1	NO 2	UNCLEAR 3	N/A 4
Reading (Article/Text) 143	YES 1	NO 2	UNCLEAR 3	N/A 4
Review--of Syllabus/Policies 144	YES 1	NO 2	UNCLEAR 3	N/A 4
Review--<u>for</u> Tests/Exams 145	YES 1	NO 2	UNCLEAR 3	N/A 4

Review-of Tests/Exams 146	YES 1	NO 2	UNCLEAR 3	N/A 4
Roleplaying 147	YES 1	NO 2	UNCLEAR 3	N/A 4
Seminar 148	YES 1	NO 2	UNCLEAR 3	N/A 4
Site Visit 149	YES 1	NO 2	UNCLEAR 3	N/A 4
Survey Completion 150	YES 1	NO 2	UNCLEAR 3	N/A 4
Video/Film/TV Presentation 151	YES 1	NO 2	UNCLEAR 3	N/A 4
Writer's Workshop 152	YES 1	NO 2	UNCLEAR 3	N/A 4
Writing Exam/Test/Quiz 153	YES 1	NO 2	UNCLEAR 3	N/A 4
Writing Response/Quickwrite 154	YES 1	NO 2	UNCLEAR 3	N/A 4
Other 1 _____	YES 1	NO 2	UNCLEAR 3	N/A 4
	Specify Other _____			
Other 2 _____	YES 1	NO 2	UNCLEAR 3	N/A 4
	Specify Other _____			
Other 3 _____	YES 1	NO 2	UNCLEAR 3	N/A 4
	Specify Other _____			
Other 4 _____	YES 1	NO 2	UNCLEAR 3	N/A 4
	Specify Other _____			
Other 5 _____	YES 1	NO 2	UNCLEAR 3	N/A 4
	Specify Other _____			
Other 6 _____	YES 1	NO 2	UNCLEAR 3	N/A 4
	Specify Other _____			

Supplementary Activity Codes 155 to 185 (as needed)

SECTION 8 TOPICS IN UNIVERSITY TEACHING

186 Action Research

LISTED	MENT	NOT MENT	N/A
1	2	3	4

187 Approaches to Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

188 Art-Language Connections

LISTED	MENT	NOT MENT	N/A
1	2	3	4

189 Assessment (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

190 Assessment-Analytic Trait Scoring

LISTED	MENT	NOT MENT	N/A
1	2	3	4

191 Assessment-Authentic/Perf-Based

LISTED	MENT	NOT MENT	N/A
1	2	3	4

192 Assessment-Conf (P-T /StudentLed)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

193 Assessment-Diagnostic

LISTED	MENT	NOT MENT	N/A
1	2	3	4

194 Assessment-Error Analysis

LISTED	MENT	NOT MENT	N/A
1	2	3	4

195 Assessment-Holistic Scoring/GIM

LISTED	MENT	NOT MENT	N/A
1	2	3	4

196 Assessment-Informal Rdg Inventory

LISTED	MENT	NOT MENT	N/A
1	2	3	4

197 Assessment-Miscue Analysis

LISTED	MENT	NOT MENT	N/A
1	2	3	4

198 Assessment-Observation

LISTED	MENT	NOT MENT	N/A
1	2	3	4

199 Assessment-Record Keeping

LISTED	MENT	NOT MENT	N/A
1	2	3	4

200 Assessment-Reporting

LISTED	MENT	NOT MENT	N/A
1	2	3	4

201 Assessment-Rubrics/Rubric Writing

LISTED	MENT	NOT MENT	N/A
1	2	3	4

202 Assessment-Self-Assessment

LISTED	MENT	NOT MENT	N/A
1	2	3	4

203 Assessment-Standardized Testing

LISTED	MENT	NOT MENT	N/A
1	2	3	4

204 Assessment-Standards Testing

LISTED	MENT	NOT MENT	N/A
1	2	3	4

205 Assessment-Student Portfolios

LISTED	MENT	NOT MENT	N/A
1	2	3	4

206 Authors/Illustrators

LISTED	MENT	NOT MENT	N/A
1	2	3	4

207 Balanced Instruction/Literacy

LISTED	MENT	NOT MENT	N/A
1	2	3	4

208 Bilingual/Multilingual Children

LISTED	MENT	NOT MENT	N/A
1	2	3	4

209 Choral Speaking/Reading/Chanting

LISTED	MENT	NOT MENT	N/A
1	2	3	4

210 Classroom Management

LISTED	MENT	NOT MENT	N/A
1	2	3	4

211 Classroom Organization (PhysSetup)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

212 Comprehension/Comp Strategies
 LISTED MENT NOT MENT N/A
 1 2 3 4

213 Conceptualizations of Reading
 LISTED MENT NOT MENT N/A
 1 2 3 4

214 Conferencing (with Teacher or Peer)
 LISTED MENT NOT MENT N/A
 1 2 3 4

215 Content Area Reading
 LISTED MENT NOT MENT N/A
 1 2 3 4

216 Cooperative/Collaborative Learning
 LISTED MENT NOT MENT N/A
 1 2 3 4

217 Creative Writing
 LISTED MENT NOT MENT N/A
 1 2 3 4

218 Critical Listening
 LISTED MENT NOT MENT N/A
 1 2 3 4

219 Critical Literacy
 LISTED MENT NOT MENT N/A
 1 2 3 4

220 Critical Reading
 LISTED MENT NOT MENT N/A
 1 2 3 4

221 Critical Thinking/Thinking Skills
 LISTED MENT NOT MENT N/A
 1 2 3 4

222 Critical Viewing
 LISTED MENT NOT MENT N/A
 1 2 3 4

223 Curriculum (Government's)
 LISTED MENT NOT MENT N/A
 1 2 3 4

224 Differentiated Instruction–Ability
 LISTED MENT NOT MENT N/A
 1 2 3 4

225 Differentiated Instruct–Lang/Eth-Cult
 LISTED MENT NOT MENT N/A
 1 2 3 4

226 Drama/Dramatic Activity
 LISTED MENT NOT MENT N/A
 1 2 3 4

227 Emergent Literacy
 LISTED MENT NOT MENT N/A
 1 2 3 4

228 Family Literacy
 LISTED MENT NOT MENT N/A
 1 2 3 4

229 Genre Study
 LISTED MENT NOT MENT N/A
 1 2 3 4

230 Goals/Objectives
 LISTED MENT NOT MENT N/A
 1 2 3 4

231 Grammar
 LISTED MENT NOT MENT N/A
 1 2 3 4

232 Handwriting/Printing/Penmanship
 LISTED MENT NOT MENT N/A
 1 2 3 4

233 HomeSchool Conn/Parent Involvem't
 LISTED MENT NOT MENT N/A
 1 2 3 4

234 Individualized Programming/IEP
 LISTED MENT NOT MENT N/A
 1 2 3 4

235 Informational/Expository Materials
 LISTED MENT NOT MENT N/A
 1 2 3 4

236 Informational/Expository Reading

LISTED	MENT	NOT MENT	N/A
1	2	3	4

237 Inquiry Approach

LISTED	MENT	NOT MENT	N/A
1	2	3	4

238 Instructional Planning

LISTED	MENT	NOT MENT	N/A
1	2	3	4

239 Integration of Language Modes

LISTED	MENT	NOT MENT	N/A
1	2	3	4

240 Integration of Subject Domains

LISTED	MENT	NOT MENT	N/A
1	2	3	4

241 Interactive Writing

LISTED	MENT	NOT MENT	N/A
1	2	3	4

242 Internet/CD ROM Use

LISTED	MENT	NOT MENT	N/A
1	2	3	4

243 Journals/Logbooks (Children's)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

244 Language Acquisition

LISTED	MENT	NOT MENT	N/A
1	2	3	4

245 Language Across Curr (e.g. WAC)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

246 Language and Cognition

LISTED	MENT	NOT MENT	N/A
1	2	3	4

247 Language and Culture

LISTED	MENT	NOT MENT	N/A
1	2	3	4

248 Language-Based Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

249 Language Development

LISTED	MENT	NOT MENT	N/A
1	2	3	4

250 Language Experience Approach-LEA

LISTED	MENT	NOT MENT	N/A
1	2	3	4

251 Language Functions

LISTED	MENT	NOT MENT	N/A
1	2	3	4

252 Language Modes/Strands

LISTED	MENT	NOT MENT	N/A
1	2	3	4

253 Language Processes/Processing

LISTED	MENT	NOT MENT	N/A
1	2	3	4

254 Language Standards (Stand Eng/Fr)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

255 Language (Lang-Knowl) Systems

LISTED	MENT	NOT MENT	N/A
1	2	3	4

256 Learning Centres

LISTED	MENT	NOT MENT	N/A
1	2	3	4

257 Learning Theories

LISTED	MENT	NOT MENT	N/A
1	2	3	4

258 Lesson Planning

LISTED	MENT	NOT MENT	N/A
1	2	3	4

259 Lifelong Learning

LISTED	MENT	NOT MENT	N/A
1	2	3	4

260 Listening (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

261 Listening-Aesthetic

LISTED	MENT	NOT MENT	N/A
1	2	3	4

262 Listening-Efferent

LISTED	MENT	NOT MENT	N/A
1	2	3	4

263 Literacy/Literacies Def'n

LISTED	MENT	NOT MENT	N/A
1	2	3	4

264 Literature-Children's Literature

LISTED	MENT	NOT MENT	N/A
1	2	3	4

265 Literature-Multicultural

LISTED	MENT	NOT MENT	N/A
1	2	3	4

266 Literature-Young Adult Lit

LISTED	MENT	NOT MENT	N/A
1	2	3	4

267 Literature-Based Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

268 Literature Circles/Book Clubs

LISTED	MENT	NOT MENT	N/A
1	2	3	4

269 Materials-Based/Basal Prog Instructn

LISTED	MENT	NOT MENT	N/A
1	2	3	4

270 Math-Language Connections

LISTED	MENT	NOT MENT	N/A
1	2	3	4

271 Mechanics

LISTED	MENT	NOT MENT	N/A
1	2	3	4

272 Media Literacy

LISTED	MENT	NOT MENT	N/A
1	2	3	4

273 Metacognition

LISTED	MENT	NOT MENT	N/A
1	2	3	4

274 Models of Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

275 Novel Study

LISTED	MENT	NOT MENT	N/A
1	2	3	4

276 Outcomes-Based Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

277 Paradigm Shift/Epistemology

LISTED	MENT	NOT MENT	N/A
1	2	3	4

278 Phonemic Awareness

LISTED	MENT	NOT MENT	N/A
1	2	3	4

279 Phonics Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

280 Poetry (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

281 Poetry-Listening

LISTED	MENT	NOT MENT	N/A
1	2	3	4

282 Poetry-Reading

LISTED	MENT	NOT MENT	N/A
1	2	3	4

283 Poetry-Writing

LISTED	MENT	NOT MENT	N/A
1	2	3	4

284 Prior Knowledge

LISTED	MENT	NOT MENT	N/A
1	2	3	4

285 Professional Organizations

LISTED	MENT	NOT MENT	N/A
1	2	3	4

286 Professional Portfolios

LISTED	MENT	NOT MENT	N/A
1	2	3	4

287 Reader's Workshop/Independ Read'g

LISTED	MENT	NOT MENT	N/A
1	2	3	4

288 Reading (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

289 Reading Aloud (by Children)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

290 Reading Aloud (by Teacher)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

291 Reading Process(es)/Models

LISTED	MENT	NOT MENT	N/A
1	2	3	4

292 Reciprocity of Modes

LISTED	MENT	NOT MENT	N/A
1	2	3	4

293 Reflection/Reflexivity

LISTED	MENT	NOT MENT	N/A
1	2	3	4

294 Representing (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

295 Research Meth/Skills (for Children)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

296 Resources/Materials for Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

297 Response to Literature

LISTED	MENT	NOT MENT	N/A
1	2	3	4

298 Second-Lang Instruction (ESL/FSL)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

299 Semiotics/Sign Systems

LISTED	MENT	NOT MENT	N/A
1	2	3	4

300 Skills-Based Approach

LISTED	MENT	NOT MENT	N/A
1	2	3	4

301 Social Construction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

302 Speaking (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

303 Speaking-Formal/Presentations

LISTED	MENT	NOT MENT	N/A
1	2	3	4

304 Speaking-Informal/Oral LangforLrng

LISTED	MENT	NOT MENT	N/A
1	2	3	4

305 Spelling (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

306 Spelling-Invented/Developmental

LISTED	MENT	NOT MENT	N/A
1	2	3	4

307 Spelling-Lexical/Morphological

LISTED	MENT	NOT MENT	N/A
1	2	3	4

308 Stages of Reading Dev't/ Continuum

LISTED	MENT	NOT MENT	N/A
1	2	3	

309 Stages of Writing Dev't/ Continuum

LISTED	MENT	NOT MENT	N/A
1	2	3	4

310 Storytelling

LISTED	MENT	NOT MENT	N/A
1	2	3	4

311 Strategies-Based Instruction

LISTED	MENT	NOT MENT	N/A
1	2	3	4

312 Structural Analysis

LISTED	MENT	NOT MENT	N/A
1	2	3	4

313 Teacher Attitudes/Beliefs

LISTED	MENT	NOT MENT	N/A
1	2	3	4

314 Teacher Knowledge

LISTED	MENT	NOT MENT	N/A
1	2	3	4

315 Teacher Narratives

LISTED	MENT	NOT MENT	N/A
1	2	3	4

316 Technology/Computer in Lang Arts

LISTED	MENT	NOT MENT	N/A
1	2	3	4

317 Theme Plan'g/Th Units--Acr-Subj Int

LISTED	MENT	NOT MENT	N/A
1	2	3	4

318 Theme Plan'g/Th Units--within L Arts

LISTED	MENT	NOT MENT	N/A
1	2	3	4

319 Theory & Research

LISTED	MENT	NOT MENT	N/A
1	2	3	4

320 Unit Planning--Acr-Subj Integration

LISTED	MENT	NOT MENT	N/A
1	2	3	4

321 Unit Planning--within Language Arts

LISTED	MENT	NOT MENT	N/A
1	2	3	4

322 Viewing (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

323 Visual Literacy

LISTED	MENT	NOT MENT	N/A
1	2	3	4

324 Vocabulary Development

LISTED	MENT	NOT MENT	N/A
1	2	3	4

325 Vocabulary Instruction/Word Study

LISTED	MENT	NOT MENT	N/A
1	2	3	4

326 Whole Language

LISTED	MENT	NOT MENT	N/A
1	2	3	4

327 Word Identification/Recognition

LISTED	MENT	NOT MENT	N/A
1	2	3	4

328 Word Processing/Data Management

LISTED	MENT	NOT MENT	N/A
1	2	3	4

329 Writer's Workshop

LISTED	MENT	NOT MENT	N/A
1	2	3	4

330 Writing (General)

LISTED	MENT	NOT MENT	N/A
1	2	3	4

331 Writing to Learn

LISTED	MENT	NOT MENT	N/A
1	2	3	4

332 Writing Process(es)/Models

LISTED	MENT	NOT MENT	N/A
1	2	3	4

_____ Other 1	Specify _____
LISTED	MENT NOT MENT N/A
1	2 3 4

_____ Other 2	Specify _____
LISTED	MENT NOT MENT N/A
1	2 3 4

_____ Other 3	Specify _____
LISTED	MENT NOT MENT N/A
1	2 3 4

_____ Other 4	Specify _____
LISTED	MENT NOT MENT N/A
1	2 3 4

_____ Other 5	Specify _____
LISTED	MENT NOT MENT N/A
1	2 3 4

Supplementary Topic Codes 333 to 360; 500-599 (as needed)

SECTION 9 ASSIGNMENTS/ASSESSMENTS

Assignments Involving Children—Number of Children, within Practicum

	ONE	TWO	THREE	FOUR	≥FIVE	CLASS CHOICE	NONE	UNCLEAR
361	1	2	3	4	5	6	7	8 9

Assignments Involving Children—Number of Children, Not within Practicum

	ONE	TWO	THREE	FOUR	≥FIVE	CHOICE	NONE	UNCLEAR
362	1	2	3	4	5	6	7	8

Assignments Involving Children—Number of Assignments

	ONE	TWO	THREE	FOUR	FIVE	≥SIX	CHOICE	NONE	UNCLEAR
363	1	2	3	4	5	6	7	8	9

Choice of Assessment Activities

	ALL	MOST	SOME	NONE	N/A	UNCLEAR
364	1	2	3	4	5	6

Choice within Assessment Activities

	ALL	MOST	SOME	NONE	N/A	UNCLEAR
365	1	2	3	4	5	6

Penalty for Late Assignments

	YES	NO	UNCLEAR	N/A	If yes, specify _____
366	1	2	3	4	

Final Grade is Pass/Fail

	YES	NO	UNCLEAR	N/A
367	1	2	3	4

Grade is Independent of Other Courses/Components

	YES	NO	UNCLEAR	N/A
368	1	2	3	4

Specific Assignments/Assessment Activities

Assessment of Children's Products	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80
	1	2	3	4	5	6	7	8

369	81-90	91-100	SOME	NONE	ASS%UNC	N/A
	9	10	11	12	13	14

Attendance/Punctual	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80
	1	2	3	4	5	6	7	8

370	81-90	91-100	SOME	NONE	ASS%UNC	N/A
	9	10	11	12	13	14

Case Study	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
371	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
End-Term Exam	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
372	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Group Project	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
373	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
In-Class Activity	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
374	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Instruct. Technology Project	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
375	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Journal/Logbook	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
376	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Lesson Plan	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
377	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Literacy History	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
378	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Making Inst Materials	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
379	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		

Management Plan	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
380	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Participation (General)	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
381	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Personal Writing	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
382	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Portfolio-Eval-in Prog	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
383	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Portfolio-Eval-in C&I	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
384	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Portfolio-Eval-in LA	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
385	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Portfolio-Prof-in Prog	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
386	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Portfolio-Prof-in C&I	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
387	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Portfolio-Prof-in LA	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
388	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		

Practicum Work	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
389	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Presentation	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
390	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Prof-Literature Based	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
391	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Reflection on Practice	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
392	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Scope/Seq Chart	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
393	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Skills List	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
394	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Student-Initiated Project	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
395	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Teaching Kit	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
396	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Term/Topic Paper	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
397	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		

Test/Quiz	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
398	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Textbook-Based	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
399	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Theme Plan	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
400	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Unit Plan	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
401	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14		
Other 1	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
_____	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14	Specify Other _____	
Other 2	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
_____	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14	Specify Other _____	
Other 3	1-10 1	11-20 2	21-30 3	31-40 4	41-50 5	51-60 6	61-70 7	71-80 8
_____	81-90 9	91-100 10	SOME 11	NONE 12	ASS%UNC 13	N/A 14	Specify Other _____	

Supplementary Assignment Codes 402 to 430 (as needed)

Assessment of Preservice Teachers' Knowledge and Abilities

431 Assess Criteria/Rubric	YES-PROV 1	SPEC 2	YES--PROV GEN 3	YES-MENT 4	NO 4
----------------------------	---------------	-----------	--------------------	---------------	---------

Specific Criteria Items

432 Subj Matter Knowledge	YES 1	NO 2	UNCLEAR 3	N/A 4
433 Pedagogical Knowledge	YES 1	NO 2	UNCLEAR 3	N/A 4

Sec 9 Assignments/Assessments

434 Insight/Critical Thinking	YES 1	NO 2	UNCLEAR 3	N/A 4
435 Problem-Solving Ability	YES 1	NO 2	UNCLEAR 3	N/A 4
436 Creativity/Originality	YES 1	NO 2	UNCLEAR 3	N/A 4
437 Organization--Conceptual	YES 1	NO 2	UNCLEAR 3	N/A 4
438 Organization--Prac/Aesth	YES 1	NO 2	UNCLEAR 3	N/A 4
439 Expression/Clarity	YES 1	NO 2	UNCLEAR 3	N/A 4
440 Skills--Grammar/Usage	YES 1	NO 2	UNCLEAR 3	N/A 4
441 Skills--Mechanics	YES 1	NO 2	UNCLEAR 3	N/A 4
442 Skills--Penmanship	YES 1	NO 2	UNCLEAR 3	N/A 4
443 Skills--Reading	YES 1	NO 2	UNCLEAR 3	N/A 4
444 Skills--Speaking	YES 1	NO 2	UNCLEAR 3	N/A 4
445 Skills--Spelling	YES 1	NO 2	UNCLEAR 3	N/A 4
446 Skills--Style Manual Use	YES 1	NO 2	UNCLEAR 3	N/A 4
447 Skills--Technology	YES 1	NO 2	UNCLEAR 3	N/A 4
448 Skills--Writing (Comp)	YES 1	NO 2	UNCLEAR 3	N/A 4
449 Skills (General)	YES 1	NO 2	UNCLEAR 3	N/A 4
____ Other 1	YES 1	NO 2	UNCLEAR 3	N/A 4 Specify Other _____

____ Other 2	YES 1	NO 2	UNCLEAR 3	N/A 4	Specify Other _____
____ Other 3	YES 1	NO 2	UNCLEAR 3	N/A 4	Specify Other _____
____ Other 4	YES 1	NO 2	UNCLEAR 3	N/A 4	Specify Other _____

Supplementary Criteria Codes 450 to 460; 600-610 (as needed)

Evaluation of Preservice Teachers' Assignments

461 By Instructor(s)	100% 1	50-99% 2	25-49% 3	1-24% 4	NO 5	UNCLEAR 6	N/A 7		
462 By Peer(s)	100% 1	50-99% 2	25-49% 3	1-24% 4	NO 5	UNCLEAR 6	N/A 7		
463 By Self	100% 1	50-99% 2	25-49% 3	1-24% 4	NO 5	UNCLEAR 6	N/A 7		
464 By Other(s)	100% 1	50-99% 2	25-49% 3	1-24% 4	NO 5	UNCLEAR 6	N/A 7		
465 Individual Work	100% 1	50-99% 2	25-49% 3	1-24% 4	NO 5	UNCLEAR 6	N/A 7	CHOICE 8	SOME 9
466	Actual percentage _____								
467 Group Work	100% 1	50-99% 2	25-49% 3	1-24% 4	NO 5	UNCLEAR 6	N/A 7	CHOICE 8	SOME 9
468	Actual percentage _____								

--/--

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Starting time: _____ Ending time: _____ Coding time required: _____

Textual Materials Coding Sheets completed YES ☐ NO ☐

Appendix F

Specific Guidelines for Decision Making during Coding

These Coding Guidelines are provided to correspond with each of the sections of the Main Coding Instrument (MCI). Follow the directions on the coding form itself. If the procedure is unclear, refer to the corresponding item in the guidelines. Items are listed numerically.

Whenever a reference is made to the syllabus, consider it to include supplementary materials as well, even if not mentioned, unless they are specifically excluded.

The choice N/A can mean Not Available (i.e., not provided) or Not Applicable. In circumstances where a choice exists between coding NONE or N/A, code N/A for an entire set where a set of circumstances does not apply. Code NONE when a different response is possible, (and where, generally, alternate responses exist for parallel items in a section or subsection) but in the given case does not fulfill the specific item in question.

Whenever it is necessary to consult the Supplementary Codes Sheets yet the codes sought are not listed, it is necessary to add them to the listings beside the next available code number. Use the new number as the code number on the MCI form.

In any instance of coding, consider a term if it is part of a title. For example, if an instructor requires the reading of an article entitled "Ten Types of Journals in the Elementary Classroom," in a list of required articles, code Journals as a topic mentioned (MENT). If an article's title is "Useful Classroom Activities" and you are familiar enough with the article to know that the majority of the article concerns children's journal writing, do not code it as a topic mentioned, as the term "Journals" is in no way evident in the title. Do code it if the instructor has provided an appropriate annotation.

SECTION 1 IDENTIFICATION AND LOCATION INFORMATION

Coding start time: _____

Record the exact time that coding was begun. Otherwise there is no other entry in this section as information for this section has already been collected on a separate sheet.

SECTION 2 INSTRUCTOR INFORMATION

Identification Numbers

015 IN# _____

Record here the identification number for the specific instructor as provided at the top of the first page of the syllabus.

016 S# _____

Record here the identification number for the specific syllabus being coded as provided at the top of the first page of the syllabus.

022 Gender

This section identifies the gender of the instructor.

- 1 FEMALE
- 2 MALE
- 3 N/A (Use this designation, Not Available, when gender is not provided and not certain based on instructor's name).

023 Workload

This section identifies the nature of the instructor's workload.

- 1 FULLTIME
- 2 PARTTIME
- 3 N/A (Use this designation when workload status is Not Available)

024 Academic Level

This section identifies the instructor's official academic level.

- 1 LECT = lecturer
- 2 INST = instructor
- 3 ASSIST-E = assistant professor, English
- 4 ASSOC = associate professor, English
- 5 FULLPROF = full professor
- 6 CHARGÉ = *chargé(e) de cours*
- 7 ASSIST-F = *professeur(e) assistant(e)*
- 8 ADJOINT = *professeur(e) adjoint(e)*
- 9 AGRÉGÉ = *professeur(e) agrégé(e)*
- 10 TITULAIRE = *professeur(e) titulaire*
- 11 SECTCHR = seconded teacher; a teacher who is employed by a school division but who works, by agreement, for a university for a given period of time (e.g., one term; two years)
- 12 TCHGASST = teaching assistant; usually a graduate student who is hired to teach a course under the direction of a professor
- 13 OTHER (If marked, fill in the blank to provide the nature of the academic level)
- 14 N/A = Not Available

In the case of **Academic Level**, coding categories include both the English and the French designations. English designations include: Lecturer (LECT), Instructor (INST), Assistant Professor (ASSIST-E, wherein the E designates English), Associate Professor (ASSOC), and Full Professor (FULLPROF). French designations include: Chargé(e) de cours (CHARGÉ), Professeur(e) Assistant(e) (ASSIST-F, wherein the F designates French), Professeur(e) Adjoint(e) (ADJOINT), Professeur(e) Agrégé(e) (AGRÉGÉ), and Professeur(e) Titulaire (TITULAIRE). The designations of Seconded Teacher (SECTCHR), OTHER, and N/A may be used for either language, as needed. Do not classify a person as a professor if they are in fact only a seconded teacher or *chargé(e) de cours* who uses the title of "Professor" because they do not have the right to be called "Doctor."

025 Earliest Academic Degree Marked

- 1 BA = Bachelor of Arts
- 2 BSC = Bachelor of Science
- 3 BED = Bachelor of Education
- 4 BPED = Bachelor of Pedagogy
- 5 MA = Master of Arts
- 6 MSC = Master of Science
- 7 MED = Master of Education
- 8 EDD = Doctor of Education
- 9 PHD = Doctor of Philosophy
- 10 OTHER1 (If marked, fill in the blank to provide the nature of the academic level)
- 11 OTHER2 (If marked, fill in the blank to provide the nature of the academic level)
- 12 N/A = Not Available

026 Second Academic Degree Marked**027 Third Academic Degree Marked****028 Fourth Academic Degree Marked****029 Fifth Academic Degree Marked**

Complete items 026 to 029 like item 025.

030 More than Five Academic Degrees Marked

- 1 YES
- 2 NO

031 Highest Degree

Complete item 031 like item 025. If the dates are provided, use the information to gauge the order of degrees. Otherwise, consider the order of the degrees as the order they are listed, that is, if both BA and BED are circled, consider BA the earlier and BED the later. Similarly, consider a BSC as earlier than an MED. If the earliest degree is not discernible (e.g., two bachelor's degrees are provided), code the first one listed as the earliest one.

Source of Highest Degree**032 Continent**

- | | | | |
|---|--------------------|---|---------------------|
| 1 | NA = North America | 5 | AF = Africa |
| 2 | SA = South America | 6 | AU = Australia |
| 3 | EU = Europe | 7 | N/A = Not Available |
| 4 | AS = Asia | | |

033 Country

- | | | | |
|---|---------------------|---|---|
| 1 | CA = Canada | 7 | NZ = New Zealand |
| 2 | US = United States | 8 | OTHER (If marked, fill in the
blank to provide the country
where degree was obtained) |
| 3 | MX = Mexico | 9 | N/A = Not Available |
| 4 | UK = United Kingdom | | |
| 5 | FR = France | | |
| 6 | AU = Australia | | |

034 Province

- | | | | |
|---|-----------------------|----|---------------------------|
| 1 | BC = British Columbia | 7 | NB = New Brunswick |
| 2 | AB = Alberta | 8 | NS = Nova Scotia |
| 3 | SK = Saskatchewan | 9 | PE = Prince Edward Island |
| 4 | MB = Manitoba | 10 | NF = Newfoundland |
| 5 | ON = Ontario | 11 | N/A = Not Available |
| 6 | QC = Quebec | | |

035 Year

- | | | | |
|---|------------------------|----|----------------------|
| 1 | ≤ 60 = 1960 or earlier | 6 | 81-85 = 1981 to 1985 |
| 2 | 61-65 = 1961 to 1965 | 7 | 86-90 = 1986 to 1990 |
| 3 | 66-70 = 1966 to 1970 | 8 | 91-95 = 1991 to 1995 |
| 4 | 71-75 = 1971 to 1975 | 9 | 96-99 = 1996 to 1999 |
| 5 | 76-80 = 1976 to 1980 | 10 | N/A = Not Available |

Mark the appropriate set of years above based on the "actual year" provided in item 036.

036 Actual year _____

Fill in the actual year provided.

052 Institution

When coding the institution from which an instructor received his or her highest degree, use the code numbers from the table below if it is a Canadian institution. If the institution is not Canadian, or is not listed, write the name of the institution in the space provided and see the listing of Supplementary Codes 471 to 490.

01 Malaspina-BC	17 Brock University-ON	36 UQAbitibiTémiscamingue-QC
02 Univ Coll of Cariboo-BC	18 Lakehead University-ON	37 UQACHicoutimi-QC
03 U British Columbia-BC	19 Laurentian Univ-ON	38 UQAHull-QC
04 Simon Fraser University-BC	20 Univ Laurentienne-ON	39 UQAMontréal-QC
05 U Victoria-BC	21 Nipissing University-ON	40 UQARimouski-QC
06 Trinity Western Univ-BC	22 OISE of U Toronto-ON	41 UQATrois-Riv-QC
07 University of Alberta-AB	23 University of Ottawa-ON	42 Univ de Sherbrooke-QC
08 U Alta-Fac St. Jean-AB	24 Univ de Ottawa-ON	
09 University of Calgary-AB	25 Queen's University-ON	43 Univ de Moncton-NB
10 Univ of Lethbridge-AB	26 Trent University-ON	44 Univ New Brunswick-NB
11 University of Regina-SK	27 University of Waterloo-ON	45 St. Thomas Univ-NB
12 U Saskatchewan-SK	28 U Western Ontario-ON	46 Acadia University-NS
13 Brandon University-MB	29 Univ of Windsor-ON	47 Mt St. Vincent Univ-NS
14 Coll univ St Boniface-MB	30 York University-ON	48 Université Ste-Anne-NS
15 Univ of Manitoba-MB	31 Bishop's University-QC	49 St. Francis Xavier U-NS
16 Univ of Winnipeg-MB	32 Concordia University-QC	50 U Prince Edward Island-PE
	33 Université Laval-QC	51 Memorial U of Nfld-NF
	34 McGill University-QC	
	35 Univ de Montréal-QC	

471-490 (as needed)

These numbers are reserved for supplementary institution codes.

Teaching Experience (in years)

This section identifies the number of years of experience the instructor has had at various levels of teaching.

037 Teaching N-13

1	1-2	12	23-24
2	3-4	13	25-26
3	5-6	14	27-28
4	7-8	15	29-30
5	9-10	16	31-32
6	11-12	17	33-34
7	13-14	18	≥35
8	15-16	19	NONE (no experience at this level)
9	17-18		
10	19-20	20	N/A = Not Available
11	21-22		

Code the appropriate range into which the instructor's years of experience fall. Code NONE only if the person has written in "zero," "0," or "none." If it is blank, code N/A.

038 Teaching at College/University Level

Use the same categories as provided for item 037. Code the appropriate range of years corresponding to the instructor's years of teaching at the college or university level. The category of Teaching at College/University Level cannot be NONE, by the fact of the person being in this study. The code would be N/A if a response were not provided. The option to code NONE is nonetheless retained here to keep code numbers parallel.

039 Teaching in Education

Use the same categories as provided for item 037. Code the appropriate range of years corresponding to the instructor's years of teaching in education (i.e., in a faculty of education or a department of education). The category of Teaching in Education cannot be NONE, by the fact of the person being in this study. The code would be N/A if a response were not provided. The option to code NONE is nonetheless retained here to keep code numbers parallel.

In the section about the number of years that instructors were Teaching in Education Teaching Language Arts/Literacy or Teaching Other Subject Domains (e.g., Math) these years need not necessarily reflect the teaching of C&I. A person could have taught C&I for two years but L&L electives or grad courses for 8 more years, for example. One's math courses could be C&I but could likewise be undergraduate electives or graduate courses.

040 Teaching Language Arts/Literacy

Use the same categories as provided for item 037. Code the appropriate range of years corresponding to the instructor's years of teaching language arts/literacy. The category of Teaching in Language Arts/Literacy cannot be NONE, by the fact of the person being in this study. The code would be N/A if a response were not provided. The option to code NONE is nonetheless retained here to keep code numbers parallel.

In the section about the number of years that instructors were Teaching Language Arts/Literacy, these years need not necessarily reflect the teaching of C&I. A person could have taught C&I for two years but L&L electives or grad courses for 8 more years, for example. One's math courses could be C&I but could likewise be undergraduate electives or graduate courses.

041 Teaching Other Subject Domains (e.g., Math)

Use the same categories as provided for item 037. Code the appropriate range of years corresponding to the instructor's years of teaching in subject areas other than language arts/literacy. The category of Teaching Other Subject Domains is coded as NONE if the years in Education equal the years in Language Arts/Literacy.

In the section about the number of years that instructors were Teaching in Education Teaching Language Arts/Literacy or Teaching Other Subject Domains (e.g., Math) these years need not necessarily reflect the teaching of C&I. A person could have taught C&I for two years but L&L electives or grad courses for 8 more years, for example. One's math courses could be C&I but could likewise be undergraduate electives or graduate courses.

To differentiate between NONE and N/A, use N/A when the course has no subject domain other than language arts. Use NONE when the course represents a particular subject domain but the instructor has no experience. This generally would occur when two instructors share a course and each brings different expertise.

042 Other Relevant Teaching Experience (e.g., Administrator, Clinician, Consultant)

- 1 YES
- 2 NO

The choices for this are only YES or NO; if an instructor entered something in this space, ensure that it has not already been subsumed by above categories. It may just be a clarification or examples within above categories. YES means that they have had some type of relevant experience; consider any related professional experience, not only teaching. Whatever was written in by the instructor should be copied onto the MCI. NO means that whether they have had any other relevant experience or not, they have not indicated it on the form.

043 Identified Area of Expertise of Instructor

- 1 LA = Language Arts
- 2 MATH = Mathematics
- 3 SS = Social Studies
- 4 SCI = Science
- 5 MIX = Mixture of areas
- 6 UNCLEAR = Unclear

7 OTHER (If marked, fill in the blank to provide the area of expertise)
Assume the area of expertise is language arts unless otherwise stated.

045 Second Identified Area of Expertise of Instructor

This response will usually be N/A, as most instructors will have only language arts; however, some may have a second area; if so, use the codes from item 043.

SECTION 3 COURSE CONTEXT-Part A

047 Team Teaching of Course

- 1 YES-PROF = Instructor is teaming with another professor or professors; two or more professors teach the course together
- 2 NO = The course is not team-taught; only one instructor teaches the course
- 3 YES-TCHGASST = Instructor is teaming with a teaching assistant
- 4 UNCLEAR
- 5 N/A = Not Applicable

Team teaching as I am defining it, means that two (or more) instructors/professors meet, (either at the same time or on some type of alternating schedule), with the same group of students. Some instructors may plan aspects of their courses together, or work from a common syllabus (which they themselves may or may not have prepared), but this does not constitute team teaching. Sometimes a graduate student is working under a professor, but this is not teaming either. However, as in choice 3 above, an instructor may team with a teaching assistant, that is, the two may teach the course together. Be cautious as to whether individual instructors interpreted teaming to mean the same thing I did.

050 Number of Additional Parallel Sections of This Course

A **Main Coding Instrument-Short Form** should be completed for each parallel section after the current syllabus has been coded.

052 Institution See item following item 036.

SECTION 4 COURSE CONTEXT-Part B

055 Student Enrollment in Section

1	1-10	9	81-90
2	11-20	10	91-100
3	21-30	11	101-150
4	31-40	12	150-200
5	41-50	13	≥ 200
6	51-60	N/A	Not Available
7	61-70		
8	71-80		

056 Actual _____

Code the appropriate range into which the enrollment for the section falls. If an approximation of enrollment is provided, use it as if it were exact, if it is a whole number. If the approximation is a range (e.g., 30-35), find the mid-point (32.5 in this case) and code it in the appropriate range into which the enrollment mid-point falls. For item 056 write in the actual enrollment or the mid-point.

057 Total Contact Hours

1	1-10	8	51-55
2	11-20	9	56-60
3	21-30	10	61-65
4	31-35	11	66-70
5	36-40	12	≥ 71
6	41-45	13	N/A
7	46-50		

Code the appropriate range of hours as cued by the number of contact hours provided. If Total Contact Hours are not provided clearly, the hours may have to be worked out. If a response of 3 (three) is provided, assume the instructor is stating credit hours instead of contact hours. Assume a three-credit course is 13 weeks, at three hours per week unless better detail is provided for you to work out more accurate figures. In the space for item 058 write in the number that was worked out; for 079 code DERIVED.

058 Actual contact hours

079 [Contact hours are exact or derived]

- 1 EXACT
- 2 DERIVED

For item 058 write in the hours exactly as provided (if they are feasible), or write in the hours as you worked them out, then for item 079 code the hours as EXACT or DERIVED.

059 Length of Term

- 1 FULL YEAR
- 2 PART YEAR
- 3 OTHER

A full year is considered as the regular academic year, running from September until March or April. Code PART YEAR for a course which runs only during one term. Sometimes a term is stated (e.g., Fall, 1998; *Hiver* 1999), thereby signalling PART YEAR. Class schedules and/or assignment due dates can also cue length of term.

060 Language of Instruction

- 1 ENGLISH
- 2 FRENCH
- 3 OTHER (If marked, fill in the blank to provide the language of instruction)

Code language of instruction based on the language in which the syllabus is written.

061 Level–First

- 1 EY = Early Years or Primary
- 2 MY = Middle Years
- 3 JRINT = Junior/Intermediate
- 4 ELEM/P-J = Elementary or Primary/Junior
- 5 ALL = Kindergarten to Grade 6 (or Grade 7 or 8)
- 6 OTHER = Some grade combination other than those stipulated above
- 7 N/A = Not Available

080 Level–Second

In the two items above, “first” and “second” are not qualifiers, but are merely ways to distinguish more than one level. Use codes from item 061 to code a second level.

062 Major Mode(s) of Course

- 1 6/ALL = all 6 modes are clearly mentioned
- 2 4/SLRW = a set of four modes excluding viewing and representing, is clearly mentioned
- 3 ORAL/SL = oral modes, focussing on speaking and listening
- 4 LIT/RW = print literacy modes, focussing on reading and writing
- 5 READ = primarily a course in reading
- 6 WRIT = primarily a course in writing
- 7 OTHER = one mode or a combination not corresponding to choices 1-6 above
- 8 UNCLEAR = the modes covered are unclear

The six modes of language arts are listening, speaking, reading, writing, viewing, and representing. If the course is titled generally (e.g., “Language Arts in the Elementary School” or “Early Years Language Arts”) instead of titled specifically by a mode (e.g., “Reading in the Middle Grades,” or “Oral Language in Early Childhood”), it will be 6/ALL OR 4/LSRW. If the two visual modes, viewing and representing, are not explicitly stated, assume the course concerns the other four modes and code it as 4/LSRW. Of course, if viewing and representing are clearly mentioned, code 6/ALL.

Any mention of thinking as a mode should be ignored in terms of mode. Though some theorists and educators might consider thinking as a separate mode, I consider thinking integral to any and all modes.

063 Integration of This Course in Program

- 1 WHOLEPROG = The language arts/literacy instruction is fully integrated into a program and does not stand as an explicit course
- 2 ALLC&I = The language arts/literacy element is fully integrated into a large course in curriculum and instruction; the language/literacy element does not stand alone
- 3 ONEC&I = The course is a separate course on its own; it is not part of another course; if it is part of a program, it nonetheless stands on its own.

- 4 OTHERL&L = The course is integrated with one or more other language arts/literacy courses which are not C&I courses.
- 5 NONE = The status of this course is not apparent from the syllabi or the survey.
- 6 UNCLEAR = There may in fact be some sort of integration, though the specific nature of it is unclear.

In this item, the nature of integration is determined by grading: if a final grade is available for the language arts portion, it is defined as a course in its own right. If the language arts portion contributes to a final grade, it is not a course on its own. If grading information is not provided, and no other indication of integration or independence exists, code NONE.

064 Negotiation—Overall Choice of Topics/Assignments/Activities

- 1 ALL = Teacher candidates choose all of their topics, assignments, and activities on their own.
- 2 MOST = Teacher candidates choose half or more ($\geq 50\%$) of their topics, assignments, and activities on their own.
- 3 SOME = Teacher candidates choose fewer than half ($< 50\%$) of their topics, assignments, and activities on their own.
- 4 NONE = Teacher candidates choose none of their topics, assignments, or activities; all are predetermined by instructor.
- 5 UNCLEAR

065 Standard Syllabus

- 1 YES
- 2 NO

Consider as standard any syllabus which includes such elements as professor's name and contact information, a course description, textbook listing, class meeting times, course topics, and assignment information. A standard syllabus need not contain all these areas, but should contain most of them. A standard syllabus is typed, duplicated on regular paper, and stapled; it is not bound. A non-standard syllabus is bound and/or is part of a greater document, such as a program guidebook, handbook, or manual.

066 Pages in Syllabus

Count here all pages which are directly part of the course syllabus.

067 Include the specific page count for any amount of pages over 20; if fewer than 20 pages, code as N/A.

068 Pages of Support Materials

Count here all pages provided by the instructor which are neither the syllabus itself nor the survey. Include a letter only if its contents concern the course specifically.

When coding pages of support material, count single sides as pages. If a sheet of paper is printed on both sides, it counts as two pages. Count a side of paper as one page regardless of the size of the page; some pages may be oversized, have only a few words on them, or have very small print, however all of these would count as single pages.

069 Include the specific page count for any amount of pages over 30; if fewer than 30 pages, code as N/A.

070 Course Description

1 YES

2 NO

This includes any concise course description, including a formal calendar description or the professor's own course description.

071-078 Policy Statements

1 YES-OFFICIAL

2 YES-UNOFFICIAL

3 NO

Consider as OFFICIAL any stipulations which cite a specific policy reference or which cite an entity such as the university, faculty, department, or program as the source of the expectation.

071 Ethics Statement

072 Confidentiality Statement

073 Academic Integrity Statement

074 Lateness and/or Absence Statement

075 Deportment Statement

Include mention of expectation that teacher candidates be professional, responsible, considerate, open-minded, or any other aspects of general deportment

076 Other Policy Statement

077 Reference is Made to External/Overriding Policy

1 YES-UNIVERSITY = The reference made is to a university-wide policy

2 YES-FACULTY = The reference made is to a policy within a faculty

3 NO = No reference to any formal policy is made

4 YES-OTHER = The reference made

This item concerns the source of any policy coded above. If there is a mixture, code for the highest level only. Code YES-UNIVERSITY for policies which explicitly originate at the university level. Code YES-FACULTY for policies which originate at the faculty, department, or program level. Code YES-OTHER for policies whose origins are not given, and which might be the instructor's own, or of a jurisdiction beyond the university.

078 Course is Researched

1 YES-BY INSTRUCTOR/TEAM = The course instructor (or instructional team) is conducting research involving one or more aspects of the course.

2 YES-BY OTHER(S) = One or more external persons (i.e., *not* teaching the course) is conducting research involving one or more aspects of the course.

3 NO = No information in the syllabus is provided concerning any aspect of the course being researched by anyone.

079 See item following item 058.

080 See item following item 061.

SECTION 5 ORIENTATIONS

In this section a tally of terminology is intended to yield information by which a decision about orientation can be made. The procedure for each of the three types of orientations is similar, however each should be conducted separately to retain the focus on the aspect under consideration. The procedure involves two parts, (1) tallying the terms, and (2) determining percentages after the tallying.

(1) Tallying the Terms:

In the first two sets of orientations, specific words are to be credited then tallied for each listed orientation. As a general procedure for coding the first set of orientations, read the four lists several times. Then comb through the syllabus to isolate and highlight words from the four lists. As a key word is recognized, it may be circled or underlined on the syllabus itself. Then, on the list in the MCI, make a small check mark beside that word as you come upon it. A word should generally be counted each time it appears, as each instance is a reinforcement. When someone repeats a term, he or she is adding emphasis, making professional values overt. (See exception below). When the end of the syllabus has been reached, read through the list of words which were not counted and reconsider whether in fact any of these words was used by the instructor. Double check the syllabus. If found, credit them. Count up the number of check marks in each column. Write the count in the space provided on the bottom portion of page 11.

The same procedures and stipulations apply for Overall Theoretical Approach to Language Acquisition and to Overall LA/Literacy Orientation. In the final orientation section, Overall Pedagogical Orientation, the marking of items is more general; specific terms will not be found, however the general procedures and intentions are the same.

Exception: If an instructor is comparing old and new orientations in any of the sets of orientations, code the favoured one (usually the newer one) instead of the unfavoured one (usually the older). This credits that aspect of the orientation without cancelling it out. If teacher candidates are debating both sides of an issue, code both.

Count a word every time it appears except in the following instances:

- (a) Do not count a word twice if it appears in a heading or listing and then in a more full explanation.
- (b) Similarly, do not count a word twice if it appears in the assignment description/expectations and also appears in the rubric/criteria list for that assignment.
- (c) There may be a fine line between repetition for conceptual emphasis and repetition for clarity. A person may repeat for clarity or style and the repetitions may sway the coder more than they should. For example in these two instances, the term "observation" should be counted only once: "You should do an observation. When doing the observation....." in parallel with "You should do an observation. When doing it...."

Count singular words as plural or vice versa. Also count variant forms of the same root word; for example, the words “integrate,” “integrating” and “integrates” are all counted as being equal to “integrated.” This applies only to single words however; do not count a single word as a two-word term; for example, do not count the word “sentence” when the listing states “kernel sentence,” and do not count “cognitive” if the listing states “cognitive development.”

Do not count synonyms or definitions; include only existing words or their variants. Consider abbreviations as legitimate variants, for example, consider “dev. stages” as “developmental stages.”

Only credit a particular word when its intention matches the intention of the orientation. For example, one would credit the word “developmental” (within the Cognitive Interactionist orientation in Theoretical Approach to Language Acquisition) if the instructor stated “Children’s language developments will be explored in all language strands” However, one would not credit the use of the term “developments” in a more general sense, such as if an instructor were to state: “Historical developments will be explored” Although etymologically the word “developments” relates closely to “developmental,” as in the previous quotation, it does not specifically refer to language acquisition. The instructor may intend such a discussion within the broad possibilities of historical developments, but there is insufficient evidence that this is so. A similar example would be that the word “pragmatic” would be credited (under Social Interactionist) in the sentence “The pragmatic system of language functions will be considered...” whereas it would not be considered in the sentence “Pragmatic considerations concerning individual student absences will be discussed with the individual involved.” In the latter example language acquisition is not being discussed in any way.

Some terms may be credited twice. For example, when coding L.A./Literacy orientations, a term like “Integrated Units” should be tallied for the word “integrated” and for the word “units” (mark “themes/units”). Similarly, for “Response Journals” tally both “response” and “journals.”

(2) Determining Percentages After the Tallying:

Follow the procedures as stipulated in the paragraph below for item 081.

081 Overall Theoretical Approach to Language Acquisition

- 1 BEH = Behavioristic
- 2 LING = Linguistic
- 3 COG = Cognitive Interactionist
- 4 SOC = Social Interactionist
- 5 TIE = Tie
- 6 NONE = None

Begin by reviewing the terms listed on page 7 of the MCI. As stipulated above, mark and tally key words as you read the entire syllabus word by word. When all four approaches have been counted, add the four to provide the total number of terms marked. Using this total, determine the percentages. For example, if 2 items were BEH, 0 items were LING, 5 items were COG, and 1 item was SOC, the total would be $2 + 0 + 5 + 1 = 8$. The percentage for BEH would be 2 out of 8, or 25%, LING would be 0 out of 8 or 0%, COG would be 5 out of 8 or 62.5%, and SOC would be 1 out of 8 or 12.5%. Written on the form, the results would look like this:

BEH	count	<u>2</u>	<u>25</u> %	COG	count	<u>5</u>	<u>62.5</u> %
LING	count	<u>0</u>	<u>0</u> %	SOC	count	<u>1</u>	<u>12.5</u> %
				Total	<u>8</u>	<u>100</u> %	

Use the percentages arrived at to circle one of the code numbers from 1 to 6, based on whichever orientation appeared most frequently. In the above example, one would circle 3 for Cognitivist, as that orientation accounted for 62.5% of the key words noted. Use the designation TIE for situations in which the top orientations are equal. Use NONE when no key words from any listing have been noted.

082 Overall LA/Literacy Orientation

- 1 PROD = Product
- 2 PROC = Process
- 3 POMO = Postmodern
- 4 TIE = Tie
- 5 NONE = None

Mark, count, and determine percentage as in item 081 above, using the terms listed on page 8 of the MCI.

083 Overall Pedagogical Orientation

- 1 PRAC = Practical/Craft Orientation
- 2 TECH = Technological Orientation
- 3 PERS = Personal Orientation
- 4 ACAD = Academic Orientation
- 5 CRIT = Critical/Social Orientation
- 6 TIE = Tie
- 7 NONE = None

Mark, count, and determine percentage somewhat as in item 081 above, using the terms listed on pages 9 to 11 of the MCI. However, here you are looking to see if general behaviours match the type of behaviours listed in the MCI. These might be instructor behaviours or expected student behaviours. The wording may not be exact, but it is the intention which you will be crediting.

Under Practical/Craft Orientation, when gauging if a monograph is practical or not, base your decision on your own knowledge, experience and expertise. Would a teacher use this book in daily practice? Do not consider as a practical monograph one that is largely theoretical or that essentially provides reports on research. Also, do not consider edited volumes as monographs. If you are unsure, do not mark this aspect of the orientation.

In Practical/Craft orientation, count “instructor demonstrates strategies...” if teacher candidates are responsible for presenting them (i.e., the intent is that strategies *get* presented and viewed by the class).

SECTION 6 READINGS

While coding items concerning textual materials (items 084 through 112), it is necessary at the same time to code by code number all the specific textual materials which are mentioned in the syllabus. The codes are listed by number. A complete list of codes for various types of textual materials, entitled **Textual Materials Codes**, can be found at the end of this guidelines document. Details about where and how to record these codes is provided after item 112 below.

084 Language of Readings

- | | |
|---|---|
| 1 | ENGLISH |
| 2 | FRENCH |
| 3 | BOTH = Readings in English and readings in French are both listed. |
| 4 | OTHER = Readings are listed in another language, not English or French. |
| 5 | NO RDGS = No readings are listed at all |
| 6 | N/A = Not Applicable |

085 Overall Textual Items Required (Mandatory)

- | | | | |
|---|-------|----|---|
| 1 | ONE | 10 | ≥ TEN |
| 2 | TWO | 11 | NONE |
| 3 | THREE | 12 | UNCLEAR = It is unclear how many materials are required and/or it is unclear if the materials are required or only recommended. |
| 4 | FOUR | | |
| 5 | FIVE | | |
| 6 | SIX | | |
| 7 | SEVEN | | |
| 8 | EIGHT | | |
| 9 | NINE | | |

In the sections called **Overall Textual Items Required (Mandatory)** and **Overall Textual Items Recommended (Suggested)**, reference is being made to all print materials (e.g., books, articles, journals) and all non-print materials (e.g., audiocassettes, videocassettes, CD ROM programs, Internet web sites). The term “textual” here refers to text in its widest sense, as any vehicle of discourse. The next designation “Major LA textbook” means text in its narrowest sense, as a book, especially a survey book, which an entire class is expected to study in common.

If neither the word “required” nor “recommended” is used, but a fairly short list is provided (six or fewer items) at the beginning of the syllabus, code the materials as required. If a list is provided at the end of the syllabus, (often labelled as “Readings,” “References,” or “Bibliography,” or not labelled at all), with no discussion of items being mandatory, code it as recommended.

086 Overall Textual Items Recommended (Suggested)

1	ONE	15	51-60
2	TWO	16	61-70
3	THREE	17	71-80
4	FOUR	18	81-90
5	FIVE	19	91-100
6	SIX	20	>100
7	SEVEN	21	SEV = Several, though the exact amount is not specified
8	EIGHT	22	NONE = No materials are specified
9	NINE	23	UNCLEAR = It is unclear how many materials are recommended and/or it is unclear if the materials are required or only recommended.
10	TEN		
11	11-20		
12	21-30		
13	31-40		
14	41-50		

Mark the appropriate range of items above based on the actual number of items provided in item 113.

The designation SEVERAL (SEV) refers to the situation in which it is generally recommended that students read several items, but the number of items is not given and no suggestion concerning specific items is given. An example of SEV would be a statement such as "Students are expected to read widely in the field of Language Arts" or "Wide reading of a variety of materials relevant to teaching language arts is expected."

113 Actual _____ [Actual number of textual items recommended]

Fill in the actual number of recommended textual items that are listed in the syllabus.

087 Major L.A. Survey Textbook Assigned as Required

1	ONE	7	NONE = There are no books stipulated under this designation
2	TWO	8	UNCLEAR = The number of books stipulated under this designation is unclear or it is unclear if the books are required or recommended
3	THREE		
4	FOUR		
5	FIVE		
6	≥ SIX		

Consider as a language arts survey textbook any book written by one or more authors which attempts (as evidenced by the title or subtitle) to deal with the entire field of language arts curriculum and instruction. Do not include a book that is a survey textbook for a reading course (or any other single mode); rather, consider this as a Major L.A. Monograph.

Use descriptors from item 087 for items 088 to 112 as appropriate. Complete the space designated for "Other" variations as appropriate.

088 Major L.A. Survey Textbook Assigned as Recommended

089 Major L.A. Monograph/Edited Volume Assigned as Required

090 Major L.A. Monograph/Edited Volume Assigned as Recommended

Consider as a language arts monograph any book written by one or more authors which does not attempt (as evidenced by the title) to deal with the entire field of language arts curriculum and instruction but which deals with some facet or facets of it. Consider as an edited volume any book which is similarly limited in scope and in which articles or chapters are each written by separate authors or team of authors and collected by one or more editors.

091 Major Textbook in Subject other than L.A. Required

092 Major Textbook in Subject other than L.A. Recommended

Consider as a major textbook any book written by one or more authors which attempts (as evidenced by the title) to deal with the entire field (any subject field other than language arts). Of course, if a textbook is entitled *How to Teach Science* code it as Major Textbook in Subject Other than L.A. However, if a book is entitled *Language Arts in the Science Classroom* code it, too, as a book (textbook or monograph/edited volume) under a heading of Major Subject Other than L.A.

093 Major Monograph/Ed Vol in Subj other than L.A. Assigned as Required

094 Major Monograph/Ed Vol in Subj other than L.A. Assigned as Recommended

Consider as a monograph any book written by one or more authors which does not attempt (as evidenced by the title) to deal with the entire field (a subject field not language arts) but which deals with some facet or facets of it. Define edited volume as in item 090.

095 Package of Reading Material Required

096 Package of Reading Material Recommended

1 YES

2 NO

3 UNCLEAR = It is not clear if the materials constitute a package, and/or it is not clear if they are required or recommended.

If in the syllabus it is stated that additional readings will be provided by the instructor, consider these as a required package of reading material. Also consider this as a YES if the package is described as being available for purchase, whether at a bookstore or by paying a fee to the instructor. Consider the response to be NO if articles are available on reserve in the library; code these as Articles Required (in 097 below).

097 Articles/Individual Chapters Required

1 1-5SPEC = From 1 to 5 specific articles and/or individual chapters are required.

2 6-10SPEC = From 6 to 10 specific articles and/or individual chapters are required.

3 ≥ 11 SPEC = Eleven (11) or more specific articles and/or individual chapters are required.

- 4 SOMEUNSPEC = It is clear that some specific articles and/or individual chapters are required, but the number of them is unspecified, and exactly which ones they are is also unspecified.
- 5 UNCLEAR = It is unclear whether articles and/or individual chapters are required.
- 6 NONE = There is no evidence that any articles and/or individual chapters are required.

If only selected pages of an article are required, code the entire article. If only selected pages of a book are required, code it as an article or chapter.

098 Articles/Individual Chapters Recommended

This item parallels item 097 above, except that now it is recommended (i.e., not mandatory) materials which are under consideration.

099 Government Document Required

- 1 ONE
- 2 TWO
- 3 THREE
- 4 FOUR
- 5 FIVE
- 6 \geq SIX
- 7 NONE = There is no evidence that any government document is required.
- 8 UNCLEAR = It is unclear if the material required is a government document and/or it is unclear whether or not the government document is required.

100 Government Document Recommended

This item parallels item 099, but considers recommended items only.

101 Children's/YA Literature Required

This item parallels item 099, but considers children's or young adult (YA) literature that is required to be read.

102 Children's/YA Literature Recommended

This item parallels item 101, but considers recommended items only.

103 Specific Focus of Children's/YA Required Literature

- 1 CND = Focus on Canadian materials
- 2 PROV = Focus on provincial materials
- 3 CND&PROV = Focus on Canadian and provincial materials
- 4 REG = Focus on regional materials
- 5 PROV® = Focus on provincial and regional materials
- 6 CND® = Focus on Canadian and regional materials
- 7 NONE = No focus in terms of location
- 8 NA = Not Applicable; no Children's/YA literature was required

Double check especially that the item NONE refers specifically to specific focus and not to the fact that there were no such materials required. If no such materials were required, mark NONE in item 101, but here mark NA.

104 Specific Focus of Children's/YA Recommended Literature

This item parallels item 103 above. Be sure to double check, as above, if NONE is marked.

105 Other Print Material Required

This item parallels item 099 but concerns print materials that are not textbooks, monographs, edited volumes, articles, chapters, government documents, or children's/YA literature. This might include such items as peers' writing, children's writing, print material to be read on the Internet, print material to be read on CD ROM. Not included here is preservice teachers' reading of their own course notes which they take themselves. It was assumed that that would be part of any course. Numbers for responses (1-8) parallel those for item 099.

106 Specify type(s) _____

107 Other Print Material Recommended

This item parallels item 105 for recommended materials.

108 Specify type(s) _____

109 Non-Print Material Required

This item parallels item 105 but concerns non-print materials. These would include any required materials in which content is auditory and/or graphic/visual but predominantly non-print, such as audiocassettes, videotapes, photographs, paintings, and 3D models.

110 Specify type(s) _____

111 Non-Print Material Recommended

This item parallels item 109 for recommended materials.

112 Specify type(s) _____

Coding of Specific Textual Materials

Throughout the coding of textual materials, it is necessary to code specific textual materials which are mentioned in the syllabus. The codes for the various textual materials appear as an appendix to this document, Specific Guidelines for Decision Making during Coding. The appendix is entitled Textual Materials Codes. It includes: (a) Codes for Textbooks/Compendiums, Monographs, and Edited Books (including both Books in English and Books in French), (b) Codes for Journal Articles, Chapters, and Articles in Edited Books (including Articles in English/Journals in English and Articles in French/Journals in French), (c) Codes for Government Documents, as well as (d) English Abbreviations Used and (e) French Abbreviations Used.

If the syllabus contains relatively few textual materials (i.e., six or fewer of any one type), include the codes for those items in the spaces provided (T) at the bottom of page 14; use the code numbers provided in the Textual Materials Codes (at end of this document). In any listing of textual materials, numbers must be preceded with a "T" (to differentiate them from the regular item code numbers). If the syllabus contains several textual materials, complete a separate set of Textual Materials Coding Sheets (TMCS) for this syllabus by checking off specific materials as listed on the TMCS. Also, check the appropriate box to signal if no materials are mentioned or if a TMCS has been completed.

Whether using the lines provided (T), or the TMCS, if a chapter is mentioned which is not listed in the Articles and Chapters section of the "Section 6--Readings" list, find the item in the Books section and code it with the book's code number plus the letters "ch" for "chapter." The specific chapter number is not needed. If the book is not listed, list it in section of the TMCS called Supplementary Textual Materials List, code it, and add "ch." The following is the one exception: if an instructor lists a particular book and also requests that students read specific chapters of that book, do not code for "chapter" at all.

If a book is listed but is not of the same edition as listed, code the provided number and add "3rd ed" (or whatever number is stipulated) for the different edition.

If a title is provided but the name of the author is not provided, read through the entire list of items by title. If not found, add the title to the supplementary list.

For some textual materials, the year in the listing and the year provided by the instructor may be different, and there may be slight wording differences in the titles or spelling differences in the authors' names. Publishers may be different as well (usually an American publisher named versus a Canadian one, for example). If the year is only different by one, consider the items as the same. If the difference is greater, and no other edition is listed, code the existing item and append a note about it at the end of the MCI. Ignore other small differences (e.g., consider the book "Exciting Language Arts *for* Today's Elementary School" by Ima Goodprof as the same book as "Exciting Language Arts *in* Today's Elementary School" which was Ima Goodprof's actual title.)

When coding items from a syllabus containing textual materials in both English and French, be sure to look for materials in both the English and French listing. Generally these will be in syllabi prepared for courses delivered in French. Be sure to look in the English listing for books or articles in English; do not look only in the French listing. Authors' names may be French, but they may be writing in English, and were thus listed as English Books or English Articles. In journals which publish in both English and French, consider the language of the title as the language of the article.

SECTION 7 CLASSROOM ACTIVITIES IN UNIVERSITY TEACHING

116 Locus of Instruction

- 1 FIELD/INST = Field-based course with instruction specifically provided
- 2 FAC/INST = Faculty-based course with instruction specifically provided
- 3 BOTH/INST = Combination of field- and faculty-based course with instruction specifically provided
- 4 FIELD/NOINST = Field-based course with no instruction specifically provided
- 5 FAC/NOINST = Faculty-based course with no instruction specifically provided
- 6 BOTH/NOINST = Combination of field- and faculty-based course with no instruction specifically provided
- 7 UNCLEAR = It is unclear where the locus of the course is and/or whether or not instruction is specifically provided

Locus of instruction concerns the actual, physical place where students learn about the teaching and learning of language arts/literacy within the course. If the delivery of instruction is not specific (4-6 above), code all of the subsection below re: "In-Class Activities in which Pre-Service Teachers Engage" (items 117 to 154 below) as N/A 4, then move to the subsection "Assessment/Assignments/Graded Activities."

117-154 In-Class Activities in which Pre-Service Teachers Engage

(in class, not solely as independent assignments)

- 1 YES = The activity is listed in the syllabus or supplementary materials as one of the course activities or is included in a description of in-class activities in which preservice teachers can expect to participate during class time. It may be included on a class schedule or time line of activities. Direct reference is made to the activity.
- 2 NO = The activity is not listed or referred to; no specific evidence of the activity is provided in the syllabus or supplementary materials.
- 3 UNCLEAR = An unclear or oblique reference is made to an activity but it is not clear that preservice teachers participate in it and/or it is not clear whether or not they participate in it during class time.
- 4 N/A = Not Applicable (i.e., if item 116 above was a 4, 5, 6, or 7.)

In this section, be sure to refer to those activities which are clearly indicated as occurring in class, compared to those which are expected to be undertaken solely as independent (i.e., homework) assignments, and for which no class time is provided. The intent of this item is to discern how instructors make use of class time. Often it is clearly stated (e.g., "February 12th and 19th—Individual Presentations" or "We will do this activity for the first hour of every class meeting."). If not explicitly stated or otherwise clear, assume the activity is an independent, out-of-class assignment.

If topics are listed but no activities are listed or otherwise indicated, assume lecture and code it as such.

Be careful to differentiate between activities engaged in during class and topics covered. An instructor may lecture in class about writer's workshop or have students discuss their readings about writer's workshop, but they don't necessarily *engage* in any kind of writer's workshop themselves (in which, for example, they would meet in small groups to share their *own* writing as they revise, edit, and publish that writing).

An activity may be coded more than once. For example an event in class could be a demonstration and a presentation and it could also be conducted in small groups.

For any activities which are not listed at all, consult existing entries on the Supplementary Codes Sheets. If you locate it there, add the existing code number to the coding instrument under Other. If you do not locate it, add the activity to the list then code it on the instrument.

In all cases, if no specific information is provided concerning a specific activity, code it as "NO." An instructor may well include a particular activity in his or her course, but it is not evident herein.

117 Assessing Children's Work

This designation includes instances wherein teacher candidates use class time to practice making assessments and evaluative judgements about the work children do (e.g., holistic scoring of a class set of writing; doing an Informal Reading Inventory for one or two children; diagnosing a child's spelling ability based on an analysis of the child's journal).

Author Readings—see Guest Speaker

Book Talks—see Presentation to Peers

118 Case Study

119 Computer Activity

120 Conferencing (Individual/Group)

Course Introduction—see Review—of Syllabus/Policies

Course Overview—see Review—of Syllabus/Policies

121 Demonstration (as Observer)

122 Discussion (General)

123 Discussion (Specific)

124 Electronic Newsgroup

125 Explanation of Assignments

126 Government Document Examination/Analysis

Consider here any activity which involves the preservice teachers in looking at any government document or analyzing it Code this as YES even if only one aspect of the document is being examined.

127 Group Activities (Unspecified)

Includes Investigations; Hands-On Explorations; Workshop

128 Group Project (graded)

Consider here any group project which is assessed in some way; in pass/fail circumstances a project may not explicitly be graded. Facilitating a group discussion would be an example of this if the facilitating were an expectation for marks, that is, when a particular student has a turn at facilitating, the performance is assessed.

129 Guest Speaker

Includes Author Readings

Hands-On Explorations—see Group Activities (Unspecified)

130 Individual Proj/Assignment

Investigations—see Group Activities (Unspecified)

131 Journal/Logbook**132 Laboratory (with Children)****133 Lecture****134 Library Visit (Research)**

Literature Circle—see Seminar

135 Literature Sharing (Children's/YoungAdult)**136 Making Teaching Materials**

Includes making charts, bulletin boards, games, and worksheets, as well as tests, checklist, or rubrics if they are for use with children.

137 Materials Examination/Analysis

Includes the study by preservice teachers of prepared programs and materials including CD ROMs, kits, basals, children's videos. It does not include children's literature.

138 Notetaking

Includes recording on chart paper

139 Presentation to Peers

Includes Book Talks

140 Portfolio Development/Sharing**141 Problem Solving****142 Reader's Workshop****143 Reading (Article/Text)**

Recording on chart paper—see Notetaking

144 Review—of Syllabus/Policies

Includes Course Introduction; Course Overview

145 Review—for Tests/Exams**146 Review—of Tests/Exams****147 Roleplaying****148 Seminar**

Includes Literature Circle

149 Site Visit**150 Survey Completion**

Includes completing attitude surveys, self-assessment or peer assessment in class.

151 Video/Film/TV Presentation

Includes audiotaped presentations

Workshop—see Group Activities (Unspecified) (unless it is Writer's Workshop, q.v.)

152 Writer's Workshop

153 Writing Exam/Test/Quiz

Includes Midterm; any Test, Quiz, or Exam (even those at end of term). This designation means the preservice teachers use class time to write exams about the content they are studying. Use Making Teaching Materials (item 163) for instances where they *create* tests/assessments for children. Do not code as YES if the exam is not held in class time.

154 Writing Response/Quickwrite

Do not include this if it is a regular part of a journal which is written in class and graded.

155 to 185 (as needed)

These numbers are reserved as supplementary codes. If an activity is not listed at all on the MCI, consult existing entries that have been written in on the Supplementary Codes Sheets. If you locate an activity there, add the existing code number to the MCI under Other. If you do not locate it, add the activity to the list then code it on the instrument.

SECTION 8 TOPICS IN UNIVERSITY TEACHING

- 1 LISTED = Listed as a main area of study in a list of topics to be covered and/or included as an item on a course schedule; referred to directly as being of major importance
- 2 MENT = Mentioned, that is, listed as a subtopic of a main area of study and/or included in the title of a book or other reference material; referred to obliquely, but definitely referred to
- 3 NOT MENT = No mention is made of this topic anywhere in the entire syllabus
- 4 N/A = Not Applicable; topics are not listed in any way and references to topics are not made

In all cases, if no specific information is provided concerning a specific area, code it as "NOT MENT." In this study, "NOT MENT" is used to mean "No specific evidence was provided in the syllabus, or supplementary materials." An instructor may well include a particular item or activity in his or her course, but it is not evident herein.

What to Include

This **Topics** section is intended to include all topics relevant to the instruction of a particular course. Primarily these will be topics covered in class or in classroom-related activities. However, if a topic is listed in an assignment, include it as a topic covered. Include it whether the assignment is mandatory or optional. An instructor's inclusion of a topic anywhere in the syllabus shows that the topic is valued within the course. Furthermore, the instructor likely takes some time to discuss assignments in class, including going over choices to help students decide which choices to select; even if the work is all done independently, the topic is dealt with as part of the overall instruction (as distinct from class time specifically) and might well form at least a small part of the teacher candidates' general reading and/or discussion.

If something is listed in an assignment, include it as a topic covered but *not* as an activity engaged in in class *unless* the syllabus explicitly states it will be an in-class activity as well as an assignment (i.e., the activity will count for an aspect of the teacher candidates' final grades in some way).

Be careful to include only topics which preservice teachers learn *about* (i.e., they learn how to teach them to children) versus those they engage in themselves. It cannot be assumed that merely because preservice teachers engage in class presentations, for example, that they learn explicitly about how and why to teach children to present materials.

Credit synonyms as well as actual terms. Sometimes, however, it is necessary to credit the *intent* instead of the terminology. For example, in coding "Whole Language vs. Phonics--The Great Debate" credit "Paradigm Shift" instead of Whole Language or Phonics.

How to Code Included Topics

Code the items in the topics list as N/A if no topical items are listed whatsoever. Otherwise, in cases where some topics are mentioned, code all items not mentioned as NOT MENT.

If a topic appears in a list such as a list called Course Topics or Course Schedule, consider it as LISTED. If it appears in the introductory discussion or list of objectives, consider it as Mentioned (MENT). Also consider a topic as Mentioned if it appears in the title of a book; however, do not credit the topic if the book is about the topic but the topic's words (or synonyms) do not actually appear in the title. Even if you know that a title such as "For the Good of the Earth and Sun" is about children learning to read and write poetry, do not credit poetry unless the subtitle of the book is provided and includes a specific cue for coding. Consider a topic as MENT if it appears in the assignment list but not in a Course Topics list *per se*. If a topic appears in the supplementary materials but not in the syllabus itself, code it as MENT and not as LISTED.

186 Action Research

Activity Centres--see Learning Centres

Activity Plans--see Lesson Planning

Analytic Trait Scoring--see Assessment--Analytic Trait Scoring

Anecdotal Assessment--see Assessment--Observation

187 Approaches to Instruction

Includes Organizing for Language Instruction

188 Art-Language Connections

189 Assessment (General)

Includes Assessment and Evaluation; Evaluation

190 Assessment--Analytic Trait Scoring

- 191 Assessment–Authentic/Performance-Based**
- 192 Assessment–Conference (Parent-Teacher/Student-Led)**
- 193 Assessment–Diagnostic**
- 194 Assessment–Error Analysis**
- 195 Assessment–Holistic Scoring/General Impression Marking**
- 196 Assessment–Informal Reading Inventory**
- 197 Assessment–Miscue Analysis**
Includes Running Record
- 198 Assessment–Observation**
Includes Anecdotal Assessment
Assessment–Portfolios–see Assessment–Student Portfolios
- 199 Assessment–Record Keeping**
- 200 Assessment–Reporting**
- 201 Assessment–Rubrics/Rubric Writing**
Includes Checklists, Rating Scales, Scales
- 202 Assessment–Self-Assessment**
Do not code for this if the only mention of self-assessment concerns teacher candidates’ self-assessment. Code it for learning about self-assessment by children.
- 203 Assessment–Standardized Testing**
- 204 Assessment–Standards Testing**
- 205 Assessment–Student Portfolios**
This refers to preservice teachers learning about children’s portfolios, not the use of portfolios as preservice teachers’ assignments.
Authoring Cycle–see Writer’s Workshop
Authentic Assessment–see Assessment–Authentic/Perf-Based
- 206 Authors/Illustrators**
- 207 Balanced Instruction/Literacy**
Basal Programs–see Materials-Based/Basal Programs Instruction
- 208 Bilingual/Multilingual Children**
Block Planning–see Unit Planning
Checklists–see Assessment-Rubrics/Rubric Writing
Children’s Literature–see Literature–Children’s Literature
- 209 Choral Speaking/Reading/Chanting**
- 210 Classroom Management**
Includes Discipline
- 211 Classroom Organization (Physical Setup)**
Community of Learners–see Social Construction
Composing and Comprehending–see Reciprocity of Modes
- 212 Comprehension/Comprehension Strategies**
- 213 Conceptualizations of Reading**
- 214 Conferencing (with Teacher or Peer)**
Use this designation in reference to conferencing such as that done within the writing process.

- Conference--Parent-Teacher or Student-Led--see Assessment--Conference
- 215 Content Area Reading**
Includes Reading in the Content Areas; Reading to Learn
Content Area Writing--see Writing to Learn
Conventions--see Mechanics
Conversation--see Speaking--Informal
- 216 Cooperative/Collaborative Learning**
Correct Scholarly Convention--see Skills--Style Manual Use
- 217 Creative Writing**
- 218 Critical Listening**
- 219 Critical Literacy**
- 220 Critical Reading**
- 221 Critical Thinking/Thinking Skills**
- 222 Critical Viewing**
Cueing Systems--see Language (Lang-Knowl) Systems
- 223 Curriculum (Government's)**
Curriculum Planning--see Instructional Planning
Developmental Spelling--see Spelling--Invented/Developmental
Diagnosis--see Assessment--Diagnostic
Diagnostic Assessment--see Assessment--Diagnostic
- 224 Differentiated Instruction--Ability**
Includes Individual Differences, Language Problems, Learning Difficulties, Learning Differences, Learning Disabilities, Learning Problems, Reading Problems
- 225 Differentiated Instruction--Language/Ethnicity-Culture**
For ESL see Second Language Instruction; also see Bilingual/Multicultural Children
Discipline--see Classroom Management
- 226 Drama/Dramatic Activity**
Discussion--see Speaking--Informal
- 227 Emergent Literacy**
English as a Second Language--see Second Language Instruction
Error Analysis--see Assessment--Error Analysis
ESL--English as a Second Language--see Second Language Instruction
Evaluation--see Assessment (General)
Exploratory Language--see Speaking--Informal
- 228 Family Literacy**
FSL--French as a Second Language--see Second Language Instruction
General Impression Marking (GIM)--see Assessment--Holistic Scoring/General Impression Marking
- 229 Genre Study**
GIM--see Assessment--Holistic Scoring/General Impression Marking
- 230 Goals/Objectives**
This refers to a topic about preservice teachers learning to identify/describe goals and/or objectives for their *own* teaching, *not* the presence or absence of goals and/or objectives of the *instructor's* course.

- 231 Grammar**
Includes Usage
Guided Writing—see Interactive Writing
- 232 Handwriting/Printing/Penmanship**
Holistic Marking; Holistic Scoring—see Assessment—Holistic Scoring//General Impression Marking
- 233 Home School Connection/Parent Involvement**
Independent Reading—see Reader's Workshop
Individual Differences—see Differentiated Instruction—Ability
- 234 Individualized Programming/Individualized Education Plan (IEP)/Program**
Informal Reading Inventory (IRI)—see Assessment—Informal Reading Inventory
- 235 Informational/Expository Materials**
Informational Literacy—see Informational/Expository Reading
- 236 Informational/Expository Reading**
Includes Informational Literacy
- 237 Inquiry Approach**
Instructional Materials—see Resources/Materials for Instruction
- 238 Instructional Planning**
Includes Curriculum Planning, Putting It All Together
- 239 Integration of Language Modes**
- 240 Integration of Subject Domains**
Includes Interdisciplinary Teaching
- 241 Interactive Writing**
Includes Guided Writing; Modelled Writing
Interdisciplinary Teaching—see Integration of Subject Domains
Includes Interdisciplinary Teaching
- 242 Internet/CD ROM Use**
Invented Spelling—see Spelling—Invented/Developmental
IRI—see Informal Reading Inventory
- 243 Journals/Logbooks (Children's)**
- 244 Language Acquisition**
- 245 Language Across Curr (e.g., WAC Writing Across the Curriculum)**
Includes Writing across the Curriculum; Talking and Learning; Talking to Learn
- 246 Language and Cognition**
- 247 Language and Culture**
Language and learning—see Language and Cognition
- 248 Language-Based Instruction**
- 249 Language Development**
- 250 Language Experience Approach-LEA**
- 251 Language Functions**
- 252 Language Modes/Strands**
- 253 Language Processes/Processing**
- 254 Language Standards (Standard English/French)**

255 Language (Language-Knowledge) Systems

Includes Cueing Systems; Language Knowledge Systems; Linguistic Cueing Systems

256 Learning Centres

Includes Activity Centres; Learning Stations

Learning Community—see Social Construction

Learning Stations—see Learning Centres

257 Learning Theories

Includes Motivation

258 Lesson Planning

Includes Activity Plans; Mini-Lessons; Planning a Learning Experience; Planning Activities

259 Lifelong Learning

Linguistic Cueing Systems—see Language Systems

260 Listening (General)

261 Listening—Aesthetic

262 Listening—Efferent

263 Literacy/Literacies Definitionn

Literacy Development—use Stages of Reading Dev't and Stages of Writing Dev't

264 Literature—Children's Literature

265 Literature—Multicultural

266 Literature—Young Adult Literature

267 Literature-Based Instruction

268 Literature Circles/Book Clubs

269 Materials-Based/Basal Programs Instruction

This term stands for Materials-Based Instruction or Basal Programmed Instruction

Materials for Instruction—see Resources/Materials for Instruction

270 Math-Language Connections

271 Mechanics

Includes Conventions; Punctuation and Capitalization; Writing Conventions

272 Media Literacy

273 Metacognition

Includes Metalanguage

Metalanguage—see Metacognition

Mini-Lessons—see Lesson Planning

Miscue Analysis—see Assessment-Miscue Analysis

Modelled Writing—see Interactive Writing

274 Models of Instruction

Multicultural Literature—see Literature—Multicultural

Motivation—see Learning Theory

275 Novel Study

Observation—see Assessment—Observation

Organizing for Language Instruction—see Approaches to Instruction

276 Outcomes-Based Instruction

277 Paradigm Shift/Epistemology

- Parent-Teacher Conference—see Assessment—Conf (Parent-Teacher/StudentLed)
- Performance-Based Assessment—see Assessment—Authentic/Perf-Based
- 278 Phonemic Awareness**
- 279 Phonics Instruction**
 - Planning a Learning Experience—see Lesson Planning
 - Planning Activities—see Lesson Planning
- 280 Poetry (General)**
- 281 Poetry—Listening**
- 282 Poetry—Reading**
- 283 Poetry—Writing**
 - Portfolio Assessment—see Assessment-Student Portfolios
 - Portfolios—see Assessment-Student Portfolios
- 284 Prior Knowledge**
- 285 Professional Organizations**
- 286 Professional Portfolios**
 - Punctuation and Capitalization—see Mechanics
 - Putting It All Together—see Instructional Planning
 - Rating Scales—see Assessment—Rubrics/Rubric Writing
- 287 Reader's Workshop/Independent Reading**
- 288 Reading (General)**
- 289 Reading Aloud (by Children)**
- 290 Reading Aloud (by Teacher)**
 - Reading in the Content Areas—see Content Area Reading
 - Reading to Learn—see Content Area Reading
- 291 Reading Process(es)/Models**
 - Reading-Writing Connections—see Reciprocity of Modes
- 292 Reciprocity of Modes**
 - Includes Reading-Writing Connections; Composing and Comprehending
- 293 Reflection/Reflexivity**
 - Includes Reflective Action
 - Report Cards—see Assessment-Reporting
 - Reporting—see Assessment-Reporting
 - Reporting to Parents—see Assessment-Reporting
- 294 Representing (General)**
 - Research—see Theory and Research
- 295 Research Methods/Skills (for children)**
- 296 Resources/Materials for Instruction**
- 297 Response to Literature**
 - Rubric Writing—see-Assessment-Rubrics/Rubric Writing
 - Rubrics—see-Assessment-Rubrics/Rubric Writing
 - Running Record—see Assessment-Miscue Analysis
 - Scales--Assessment—Rubrics/Rubric Writing
- 298 Second-Language Instruction (ESL/FSL)English as a Second Language/French as a Second Language**

- Self-Assessment—see Assessment—Self-Assessment
- 299 Semiotics/Sign Systems**
- 300 Skills-Based Approach**
- 301 Social Construction**
Includes Community of Learners; Learning Community
- 302 Speaking (General)**
- 303 Speaking—Formal/Presentations**
Includes presentations and speakers' club (e.g., Show and Tell, Class Meeting, TUSC—Totally Unbelievable Speakers' Club)
- 304 Speaking—Informal/Oral Language for Learning**
Includes Conversation, Discussion, Exploratory Language
Speaking-Writing Differences—see Reciprocity of Modes
- 305 Spelling (General)**
- 306 Spelling—Invented/Developmental**
- 307 Spelling—Lexical/Morphological**
- 308 Stages of Reading Development/Continuum**
- 309 Stages of Writing Development/Continuum**
Standardized Testing—see Assessment-Standardized Testing
Standards Testing—see Assessment-Standards Testing
- 310 Storytelling**
- 311 Strategies-Based Instruction**
Includes Strategies for Teaching; Strategies for Teaching _____ (whatever) .
- 312 Structural Analysis**
Includes Word Analysis
Student-Led Conference—see Assessment—Conf (Parent-Teacher /StudentLed)
Student Portfolios—see Assessment-Student Portfolios
- 313 Teacher Attitudes/Beliefs**
Includes Preservice Teacher Attitudes/Beliefs
- 314 Teacher Knowledge**
Includes Preservice Teacher Knowledge
Includes Teacher Preconceptions; Teacher Prior Knowledge
- 315 Teacher Narratives**
Includes Preservice Teacher Narratives
Teacher Preconceptions—see Teacher Knowledge
Teacher Prior Knowledge—see Teacher Knowledge
- 316 Technology/Computer in Language Arts**
Thinking or Thinking Skills—see Critical Thinking/Thinking Skill
Theme Cycle—see Theme Planning/Thematic Units—within Language Arts (unless there is some indication to code both types of theme units)
- 317 Theme Planning/Thematic Units—Across-Subject Integration**
- 318 Theme Planning/Thematic Units—within Language Arts**
Includes Theme Cycle

319 Theory & Research

Code this only in instances where these actual terms appear. If you yourself know that the work of a particular individual concerned research in listening instruction, and the name is included *without* the word “research,” do not credit it. In general, this category is intended to credit explicit focussing by a teacher on theory and/or research in general.

Includes Theory *or* Research (as well as Theory *and* Research)

320 Unit Planning–Across-Subject Integration

Includes Block Planning (may be within Language Arts)

321 Unit Planning–within Language Arts

Includes Block Planning (may be Across-Subject Integration)

Usage–see Grammar

322 Viewing (General)**323 Visual Literacy****324 Vocabulary Development****325 Vocabulary Instruction/Word Study****326 Whole Language**

Word Analysis–see Structural Analysis

327 Word Identification/Recognition**328 Word Processing/Data Management**

Include this only if the reference is to children learning to do word processing/data management. Do not include it if it refers to expectations such as teacher candidates should do word processing of their assignments or should create a database of children’s literature.

329 Writer's Workshop

Includes Authoring Cycle

330 Writing (General)

Writing Conventions–see Mechanics

Writing in the Content Areas–see Writing to Learn

331 Writing to Learn

Includes Content Area Writing and Writing in the Content Areas

332 Writing Process(es)/Models

Young Adult Literature–see Literature–Young Adult Literature

333 to 360; 500-599 (as needed)

If a topic does not appear, consult the Supplementary Codes Sheet and follow procedures as described in SECTION 7.

SECTION 9 ASSIGNMENTS/ASSESSMENTS

In the section below, only credit what is explicitly stated. For example, concerning late assignments, a professor could advise students to “Read Policy X concerning late assignments.” While it is likely that this policy does, in fact, include a statement about a penalty for late assignments, the advice in and of itself does not explicitly articulate a penalty. In spite of decent assumptions, it is necessary to code the item as NO. Of course, if the specific policy details are quoted, a coding of YES may well be appropriate.

In the first three items, which concern “Assignments Involving Children,” only consider those types of assignments which directly require the *presence* of children, such as those in which children need to be interviewed or be asked to perform a specific task such as writing a spelling test, producing a piece of writing, or reading a text (for the teacher candidate to do a miscue analysis). Do not consider such activities as planning a lesson or developing a unit plan, even if these are ultimately intended for children within the actual practicum placement. A plan can be made without the presence of the child/children.

361 Assignments Involving Children—Number of Children, within Practicum

- 1 ONE = Assignments involving children are to be done with one student with whom the teacher candidate interacts within the student teaching practicum.
- 2 TWO = Assignments involving children are to be done with two students with whom the teacher candidate interacts within the student teaching practicum.
- 3 THREE = Assignments involving children are to be done with three students with whom the teacher candidate interacts within the student teaching practicum.
- 4 FOUR = Assignments involving children are to be done with four students with whom the teacher candidate interacts within the student teaching practicum.
- 5 ≥FIVE = Assignments involving children are to be done with five or more students with whom the teacher candidate interacts within the student teaching practicum.
- 6 CLASS = Assignments involving children are to be done with an entire class with which the teacher candidate is working during the practicum.
- 7 CHOICE = The teacher candidate has a choice concerning how many students are involved, and the students will be selected from a class with which the teacher candidate is working during the practicum.
- 8 NONE = No assignment involves children and/or no assignment requires that the children involved be from a class with which the teacher candidate is working during the practicum.
- 9 UNCLEAR = It is unclear how many children are involved and/or it is unclear if the children must be from a class with which the teacher candidate is working during the practicum.

362 Assignments Involving Children—Number of Children, Not within Practicum

- 1 ONE = Assignments involving children are to be done with one child with whom the teacher candidate interacts outside of the student teaching practicum.

- 2 TWO = Assignments involving children are to be done with two children with whom the teacher candidate interacts outside of the student teaching practicum.
- 3 THREE = Assignments involving children are to be done with three children with whom the teacher candidate interacts outside of the student teaching practicum.
- 4 FOUR = Assignments involving children are to be done with four children with whom the teacher candidate interacts outside of the student teaching practicum.
- 5 \geq FIVE = Assignments involving children are to be done with five or more children with whom the teacher candidate interacts outside of the student teaching practicum.
- 6 CHOICE = The teacher candidate has a choice concerning how many children are involved, and the children will be those with whom the teacher candidate interacts outside of the student teaching practicum.
- 7 NONE = No assignment involves children or there is no stipulation that the children involved will be those outside the practicum.
- 8 UNCLEAR = It is unclear how many children are involved and/or it is unclear if the children must be from outside the practicum in which the teacher candidate is working.

363 Assignments Involving Children–Number of Assignments

- 1 ONE
- 2 TWO
- 3 THREE
- 4 FOUR
- 5 FIVE
- 6 \geq SIX = six or more than six
- 7 CHOICE = A choice is provided as to the number of assignments involving children which must be completed.
- 8 NONE = No assignments involve children.
- 9 UNCLEAR = The number of assignments involving children is unclear and/or it is unclear if any assignment involves children.

364 Choice of Assessment Activities

- 1 ALL = Teacher candidates are free to choose all of their assignment activities independent of the instructor or from a set of choices provided by the instructor.
- 2 MOST = Teacher candidates are free to choose most of their assignment activities, that is half or more, independent of the instructor or from a set of choices provided by the instructor .
- 3 SOME = Teacher candidates are free to choose some of their assignment activities independent of the instructor or from a set of choices provided by the instructor, but they would chose fewer than half of them.
- 4 NONE = Teacher candidates are not free to choose any of their assignment activities independent of the instructor; the instructor has stipulated all assignments.
- 5 N/A = Not Applicable
- 6 UNCLEAR = The presence or degree of choice is unclear.

365 Choice within Assessment Activities

- 1 ALL = Within assignments , teacher candidates are free to choose all aspects independent of the instructor.
- 2 MOST = Within assignments , teacher candidates are free to choose most aspects, (technically half or more), independent of the instructor.
- 3 SOME = Within assignments , teacher candidates are free to choose some aspects independent of the instructor, but they would chose fewer than half of them.
- 4 NONE = Teacher candidates are not free to choose any aspects of any assignment independent of the instructor; the instructor has stipulated all aspects of all assignments.
- 5 N/A = Not Applicable
- 6 UNCLEAR = The presence or degree of choice within assignments is unclear.

366 Penalty for Late Assignments

- 1 YES = A penalty is clearly stated
- 2 NO = No penalty is indicated whatsoever
- 3 UNCLEAR = A penalty is suggested but it is not clear what the penalty is.
- 4 N/A = Not Applicable

367 Final Grade is Pass/Fail

- 1 YES = The grade is clearly stated to be pass/fail, or it is stated that no specific numerical or letter grade will be provided.
- 2 NO = There is a clear indication that a number or letter grade will be awarded.
- 3 UNCLEAR = The nature of the final grade for the course is not clear.
- 4 N/A = Not Applicable

In most circumstances, assume the answer is NO unless there is any indication otherwise. If assignments have specific amounts attached to them (i.e., 20% or 20 marks or “This assignment is out of 20.” then assume the course is not a pass/fail course.

368 Grade is Independent of Other Courses/Components

- 1 YES = Yes, the mark stands alone and is not dependent on any other course.
- 2 NO = No, the mark for this course is part of a larger course or depends on the grade from another component
- 3 UNCLEAR = The degree of independence of the course grade is not clear.
- 4 N/A = Not Applicable

In most circumstances, assume the answer is YES unless there is any indication otherwise.

Specific Assignments/Assessment Activities

The category choices for each type of assignment/assessment activity below refer to grade weighting, or the percentage of the final grade which is allocated to that assignment.

Where a weighting is provided, select the range in which the weighting falls.

- 1 1-10
- 2 11-20
- 3 21-30
- 4 31-40
- 5 41-50
- 6 51-60
- 7 61-70
- 8 71-80
- 9 81-90
- 10 91-100
- 11 SOME = Some portion of the final grade depends on this assignment/assessment activity, but the exact amount is not stipulated.
- 12 NONE = There is no such assignment/assessment activity included, or if included, no portion of the final grade depends on this assignment/assessment activity.
- 13 ASS%UNC = Assignment Percentage Unclear. There is such an assignment/assessment activity included, but it is unclear what portion of the final grade depends on it; possibly, this assignment/assessment activity is part of a larger one, nonetheless, weighting is unclear.
- 14 N/A = Not Applicable

Assessment of	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80
Children's Products	1	2	3	4	5	6	7	8
369	81-90	91-100	SOME	NONE	ASS%UNC	N/A		
	9	10	11	12	13	14		

In this section, wherever optional assignments are provided, code the fact of choice (MOST or SOME) then code each option as if it were required. For example, if one option requires making a PowerPoint presentation, code Instructional Technology Project even though a preservice teacher ultimately might not do it. It indicates that a professor valued the activity within this particular course and intended that someone in the course might select it.

In a situation in which a clear percentage of a final grade is provided for a particular type of assignment, code the appropriate range into which the percentage would fall. In some cases it may be clear that some portion of an assignment or course is definitely assessed as part of a specific grade but the exact percentage is unclear; in such a case code as ASS%UNC. Use the designation SOME when the work is required but the assignment and/or course is not graded (i.e., it is pass/fail).

There is a difference between SOME and ASS%UNC. Both represent situations in which a specific action or behaviour on the part of a preservice teacher is related to the grade he

or she will receive in the course. SOME is used when the grade allocation is not direct and therefore not determinable, even though the action (or behaviour) is necessary. ASS%UNC is used when the action directly influences the grade but the exact amount is not specified. For example, a statement such as "Attendance is required" is coded as SOME whereas "Students will lose marks for every absence" is quoted as ASS%UNC. Another example is "The enjoyment of personal writing by teacher candidates is an important objective of this course." There is an implication that SOME attention is paid to personal writing and that in SOME way the enjoyment of personal writing may be gauged, however neither the writing nor the enjoyment is overtly graded in any way, thus the sentence is coded as SOME.

If teacher candidates may select their own percentage weighting from within a given range of grades, find the midpoint of the range and code it.

Note that it is not necessary in this section that percentages add up to 100 within the coding of a particular syllabus. Categories are not mutually exclusive. A student might do Assessment of Children's products and the same activity may also be counted as Practicum Work, if the assessment occurs within the practicum. It may also be a Group Project and a Presentation.

In the area of portfolio assessment, there are six different types of portfolios possible. Usually, if portfolio assessment is being used, only one type of portfolio will be required of students. In coding, first determine which type of portfolio is being required. Then code that type in terms of the grade allocation. The remaining five portfolio types should be coded as NONE. It is possible to code more than one type if a required portfolio shares aspects of more than one type.

To decide the portfolio type, first decide if the intent is that the students create an Evaluation Portfolio or a Professional Portfolio. Some may be combinations, but it is necessary to decide which type is predominant. An Evaluation Portfolio is made to give evidence concerning what has been learned in a course or program of study. The main audience is an instructor or an instructional team. A Professional Portfolio is made to give evidence concerning what has been learned throughout one's life (including but not limited to formal courses or programs) that is directly relevant to a professional position for which one has made application and expects to be interviewed. The main audience is an employer or a team providing recommendation to an employer. If a Professional Portfolio is assigned within a course or program, then an instructor or a team of instructors will gauge how well the collection will fulfill its task of representing the individual teacher candidate in an employment context.

After deciding if a portfolio is primarily an Evaluation Portfolio or a Professional Portfolio, then the jurisdiction of it must be decided. The choices are "in Program," "in C&I," and "in LA." The former, "in Program," refers to portfolios which are required as part of the entire program, not within just one course or set of courses. "In C&I" refers to

portfolios required only within the Curriculum and Instruction parts of a program, but beyond one individual course. "In LA" refers to portfolios required only within the language arts/literacy course itself. This will likely be the classification of most jurisdictions for portfolio assignments.

If the assignment is to put together a collection of materials which are ultimately to be used for daily teaching as opposed to any kind of assessment and evaluation, code the assignment as Teaching Kit; some assignments may be called portfolios but are in fact collections of materials for use with children and are not primarily intended to highlight any aspects of a teacher candidate's own learning or professional growth.

369 Assessment of Children's Products

Includes spelling assessment, holistic and/or analytic writing assessment, informal reading inventory, miscue analysis

370 Attendance/Punctual

Book Talks—code In-Class Activities *and* Presentations

371 Case Study

372 End-Term Exam

Includes Final Exam; Final Test, any assessment of content/skills which is summative or overview in nature. Code any other test or quiz as **Test/Quiz**

Essay—see Term/Topic Paper

373 Group Project

Consider any grouping of students; two students or more constitute a group

374 In-Class Activity

Includes Book Talks; Literature Circles

375 Instructional. Technology

Includes creating a web page, an electronic database or an electronic slide (PowerPoint) presentation. It would not involve merely working with an existing one. The emphasis is on the teacher candidate's ability to apply personal technology skills for a curricular purpose as a producer rather than as a consumer. An activity requiring a computer, such as an e-mailed pen pal letter exchange with a student would be classified as a dialogue journal and would be coded as Practicum Work and/or Case Study. Note that it is not coded as Journal/Log; this designation refers to the teacher candidate keeping his or her own journal or log which is subsequently evaluated.

376 Journal/Logbook

Keeping Records—see Assessment-Record Keeping

Learning Module--see Unit Plan

377 Lesson Plan

378 Literacy History

Literature Circles—see In-Class Activities

379 Making Instructional Materials

Includes making learning centres, games, questions, worksheets

380 Management Plan

381 Participation (General)

383 Personal Writing**383 Portfolio-Eval-in Prog****384 Portfolio-Eval-in C&I****385 Portfolio-Eval-in LA****386 Portfolio-Prof-in Prog****387 Portfolio-Prof-in C&I****388 Portfolio-Prof-in LA****389 Practicum Work**

Includes any field-based application activity if the activity forms part of the preservice teacher's assessment in the course. Examples are planning and teaching a lesson or a unit, assigning and assessing written work, reading to children, tape recording the session, and reflecting on your skills and/or the children's learning

390 Presentation**391 Prof-Literature Based**

Record Keeping—see Assessment-Record Keeping

392 Reflection on Practice**393 Scope/Seq Chart****394 Skills List****395 Student-Initiated Project****396 Teaching Kit**

This term refers to a collection of practical materials useful for teaching. These could be any or all of: lesson plans, children's poems, magazine articles, short stories, games, etc. The students are not necessarily *making* the items but are collecting/organizing them.

397 Term/Topic Paper

Includes Essay

398 Test/Quiz

Includes Midterm Tests, Chapter Tests, Topical Tests, or any undescribed tests, quizzes, or examinations not at the end of term. Please note: Item 153 concerned use of class time and considered tests and final examinations together. This section attempts to differentiate between tests and final exa N/A = Not Applicable ms.

399 Textbook-Based**400 Theme Plan****401 Unit Plan**

Includes Instructional Unit; Learning Module

402 to 430 (as needed)

If an assignment/assessment activity does not appear, consult the Supplementary Codes Sheet and follow procedures as described in SECTION 7.

Assessment of Preservice Teachers' Knowledge and Abilities

In deciding whether assessment criteria or rubrics have, in fact, been provided, differentiate between criteria, that is, the quality factors of an assignment and (merely) the assignment components. Some instructors may be quite specific about which aspects of an assignment ought to be included yet provide no information concerning the bases by which these components will be assessed.

431 Assessment Criteria/Rubric

- 1 YES-PROV SPEC = Specific criteria are provided
- 2 YES-PROV-GEN = General criteria are provided
- 3 YES-MENT = One or two criteria items are mentioned (and are vague)
- 4 NO = No criteria are provided

For the items below, code a criteria item if it is specifically mentioned at all, for any assignment. An instructor may provide a different rubric for each assignment. The criteria item may not appear on all of them, but include it as long as it appears on any one rubric or checklist or other explanation of the criteria by which assignments will be graded.

432-449 Specific Criteria Items

- 1 YES = Yes, the item is included
- 2 NO = No, the item is not included
- 3 UNCLEAR = The item may be included but wording/intent is unclear
- 4 N/A = Not Applicable, for use when no criteria are provided in item 431 above

The classifications above are to be used with items 432 to 449 and supplementary items listed.

432 Subj Matter Knowledge

433 Pedagogical Knowledge

434 Insight/Critical Thinking

Include Analysis; Analytic Thinking; Synthesis; Reflection; Rationale; anything suggesting the ability to write an argument in support of (or against) something

435 Problem-Solving Ability

436 Creativity/Originality

437 Organization-Conceptual

438 Organization-Practical/Aesthetic

Include concerns about visual appearance/presentation of the work as well as format; concerns about exactly what items are included and where they are placed within the final product; durability; practicality; professional appearance

439 Expression/Clarity

440 Skills-Grammar/Usage

441 Skills-Mechanics

442 Skills–Penmanship

This item refers to assessment of a preservice teacher's handwriting, whether manuscript printing or cursive writing. Writing on the chalkboard/whiteboard may also be included here.

443 Skills–Reading**444 Skills–Speaking****445 Skills–Spelling****446 Skills–Style Manual Use**

Includes Correct Scholarly Convention

447 Skills–Technology**448 Skills–Writing (Composition)****449 Skills (General)**

Consider here any skills which are not specified as well as stipulations concerning typing or word processing (versus handwriting), making a table of contents, using headings, and other formatting concerns.

450 to 460; 600-610 (as needed)

If a criteria item (knowledge/skill) does not appear, consult the Supplementary Codes Sheet and follow procedures as described in SECTION 7.

Evaluation of Preservice Teachers' Assignments

In this section evaluation refers to responsibility for determining final marks. In some cases peer assessment or self assessment is *done*, but the instructor uses these data as information to determine the final mark; in other words, the peers or students themselves do the assessing but not the evaluating. In other circumstances a peer's grading or one's own grading stands and is not reconsidered by the instructor.

461 By Instructor(s)

- 1 100% = Instructor, on his/her own, marks all assignments. No one else makes any direct judgements which become part of the grading.
- 2 50-99% = Half or more but not quite all of the grading is directly determined by the instructor; the rest is determined by one or more other people.
- 3 25-49% = A quarter or more but not quite half of the grading is determined by the instructor; the rest is determined by one or more other people.
- 4 1-24% = Less than one quarter of the grading is determined by the instructor; the rest is determined by one or more other people.
- 5 NO = None of the grading is determined by the instructor.
- 6 UNCLEAR = It is unclear who determines grades.
- 7 N/A = Not Applicable

462 By Peer(s)**463 By Self**

464 By Other(s)

For items 462, 463, and 464, follow designations parallel to item 461, with the substitution of the person(s) doing the judging. "Peer(s)" refers to a preservice teacher's classmate(s), "self" refers to the preservice teacher himself or herself, and "other(s)" refers to a person or persons not part of the class and not teaching the class, such as a designated marker or a course leader.

465 Individual Work

- 1 100% = All the graded work is completed by the preservice teacher on his or her own. No marked work at all is assigned to be done by pairs or groups.
- 2 50-99% = Half or more but not quite all of the graded work is expected to be done by the preservice teacher alone, not with a partner or group.
- 3 25-49% = From one quarter of the graded work to just less than half of the work is to be done on an individual basis by the preservice teacher.
- 4 1-24% = Under one quarter of the work is to be done by the preservice teacher on his or her own, on an individual basis.
- 5 NO = No individual work is assigned for grading purposes.
- 6 UNCLEAR = It is not clear whether assignments are intended for grading and/or it is not clear whether they are to be done individually or in partners/groups.
- 7 N/A = Not Applicable
- 8 CHOICE = Teacher candidates have a choice whether to do graded assignments individually or with partners/groups.
- 9 SOME = It is clear that some individual work is required on the part of the preservice teacher in completing graded assignments, but the amount of work is not specified.

466 Actual percentage _____

467 Group Work

468 Actual percentage _____

The codes for item 467 are parallel to those for item 465, with the intent reversed. In this case the designation "group" refers to a group of any size, including a group of two (i.e., pairs).

For items 466 and 468, the actual percentage of such work is to be written in, if available.

Notes/Details/Items of Interest

On the lines provided, copy out passages of interest from the course syllabus or note the nature and location of the item for copying in the future.

Textual Materials Codes

This document is a part of the “Specific Guidelines for Decision Making during Coding.”
It is for use when coding the last part of “Section 6–Readings.”

Textual Materials Codes

Codes for Textbooks/Compendiums, Monographs, and Edited Books

Books in English

A listing of English abbreviations may be found at the end of the entire list of code numbers.

- 001--Adams, M. J. (1990/1994). *Beginning to read: Thinking and learning about print*. Cambridge, MA: Bradford/MIT Press
- 002--Alvermann, D. E., & Phelps, S. F. (1998). *Content reading and literacy: Succeeding in today's diverse classrooms*. Toronto, ON: Allyn & Bacon.
- 003--Anderson, P. S., & Lapp, D. (1988). *Language skills in elementary education* (4th ed.). New York: Macmillan.
- 004--Andrews, L. (1993). *Language exploration and awareness: A resource book for teachers*. New York: Longman.
- 005--Andrini, B. (1991). *Cooperative learning and mathematics: A multi-structural approach*. San Juan Capistrano, CA: Resources for Teachers.
- 006--Anthony, R. J., Johnson, T. D., Mickelson, N. I., & Preece, A. (1991). *Evaluating literacy: A perspective for change*. Toronto, ON: Irwin.
- 007--Applebee, A. N. (1974). *Tradition and reform in the teaching of English: A history*. Urbana, IL: NCTE.
- 008--Applebee, A. N. (1984). *Contexts for learning to write: Studies of secondary school instruction*. Norwood, NJ: Ablex.
- 009--Atwell, N. (1987). *In the middle: Reading, writing, and learning with adolescents*. Portsmouth, NH: Heinemann.
- 010--Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- 011--Au, K. (1993). *Literacy instruction in multicultural settings*. Toronto, ON: Harcourt Brace.
- 012--Austin, T. (1994). *Changing the view: Student-led parent conferences*. Portsmouth, NH: Heinemann.
- 013--Avery, C. (1993). *...And with a light touch: Learning about reading, writing and teaching with first graders*. Portsmouth, NH: Heinemann.
- 014--Ayers, W. (1993). *To teach: The journey of a teacher*. New York: Teachers College Press.
- 015--Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- 016--Baer, T. (1991). *Self-paced phonics*. Toronto, ON: Maxwell MacMillan.
- 017--Banks, J. A., & Banks, C. A. M. (Eds.). (1997). *Multicultural education: Issues and perspectives*. Toronto, ON: Allyn & Bacon.
- 018--Barchers, S. I. (1994). *Teaching language arts: An integrated approach*. Minneapolis/ St. Paul, MN: West.
- 019--Barrs, M., & Thomas, A. (Eds.). (1993). *The reading book*. Portsmouth, NH: Heinemann.
- 020--Barton, B. (1986). *Tell me another: Storytelling*. Markham, ON: Pembroke.
- 021--Bates, M., & Keirse, D. (1984). *Please understand me: Character and temperament types*. Del Mar, CA: Prometheus Nemesis.

- 022--Beach, R. W., & Marshall, J. D. (1991). *Teaching literature in the secondary school*. San Diego, CA: Harcourt Brace Jovanovich.
- 023--Bean, W., & Bouffler, C. (1987). *Spell by writing*. Rozelle, NSW, Australia: Primary English Teaching Association [1991 Portsmouth, NH: Heinemann].
- 024--Beck, I. L., McKeown, M. G., Hamilton, R., L., & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: IRA.
- 025--Bennett, B., Rolheiser-Bennett, C., & Stevahn, L. (1991). *Cooperative learning: Where heart meets mind*. Toronto, ON: Educational Connections.
- 026--Beyer, B. K. (1997). *Improving student thinking: A comprehensive approach*. Needham Heights, MA: Allyn & Bacon.
- 027--Bigelow, B. Levine, D., & Miller, L. (Eds.). (1995). *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee, WI: Rethinking Schools.
- 028--Bissex, G. (1980). *Gnys at wrk: A child learns to read and write*. Cambridge, MA: Harvard University Press.
- 029--Bissex, G. L., & Bullock, R. H. (Eds.). (1987). *Seeing for ourselves*. Portsmouth, NH: Heinemann.
- 000--Booth, D. (1984). *Drama in the formative years*. [Toronto, ON]: Ontario Ministry of Education. NOTE: CODE AS GOVERNMENT DOCUMENT
- 030--Booth, D., Swartz, L., & Zola, M. (1994a). *Classroom voices: Language-based learning in the elementary school*. Toronto, ON: Harcourt Brace.
- 031--Booth, D. (1994b). *Story drama*. Markham, ON: Pembroke.
- 032--Booth, D. (Ed.). (1996). *Literacy techniques for building successful readers and writers*. Markham, ON: Pembroke.
- 033--Booth, D., Booth, J., & Phenix, J. (1994). *Assessment and evaluation: Techniques and strategies for use with children ages 5-9*. Toronto, ON: Harcourt Brace.
- 034--Booth, D. W., & Lundy, C. J. (1985). *Improvisation: Learning through drama*. Don Mills, ON: Harcourt Brace Jovanovich.
- 035--Bosak, V. S. (1991). *Science is*. Richmond Hill, ON: Scholastic.
- 036--Braxton, B., Gonsalves, P., Lipner, L., & Barber, J. (1995). *Math around the world: Teacher's guide, grades 5-8*. Berkeley, CA: University of California at Berkeley.
- 037--Bright, R. (1995). *Writing instruction in the intermediate grades: What is said, what is done, what is understood*. Newark, DE: IRA.
- 038--Britzman, D. (1991). *Practice makes practice*. Albany, NY: State University of New York Press.
- 039--Bromley, K. D. (1993). *Journalling: Engagements in reading, writing and thinking*. New York: Scholastic.
- 040--Bromley, K. D. (1998). *Language arts: Exploring connections* (3rd ed.). Boston: Allyn & Bacon.
- 041--Bromley, K. D., Irwin-DeVitis, L., & Modlo, M. (1996). *Graphic organizers: Visual strategies for active learning*. New York: Scholastic.
- 042--Brooks, J. G. & Brooks, M. G. (1993). *The case for constructivist classrooms*. Alexandria, VA: ASCD.
- 043--Buchanan, E. (1980). *For the love of reading*. Winnipeg, MB: CEL Group.
- 044--Buchanan, E. (1989). *Spelling for the whole language classroom*. Winnipeg, MB: Whole Language Consultants.
- 045--Buchanan, E., & Stout, A. (1982). *Where butterflies go*. Winnipeg, MB: Whole Language Consultants.

- 046--Buerke, D. (Ed.). (1994). *Empowering students by promoting active learning in mathematics*. Reston, VA: NCTM.
- 047--Bushman, J. H., & Bushman, K. P. (1986). *Teaching English creatively*. Springfield, IL: Chas. C. Thomas.
- 048--Bushman, J. H., & Bushman, K. P. (1993). *Using young adult literature in the English classroom*. New York: Maxwell Macmillan.
- 049--Calkins, L. M. (1983). *Lessons from a child: On the teaching and learning of writing*. Portsmouth, NH: Heinemann.
- 050--Calkins, L. M. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- 051--Calkins, L. M. (1994). *The art of teaching writing* (New ed.). Portsmouth, NH: Heinemann.
- 052--Calkins, L. M., & Harwayne, S. (1991). *Living between the lines*. Toronto, ON: Irwin.
- 053--Cambourne, B. (1988). *The whole story: Natural learning and the acquisition of literacy in the classroom*. Toronto, ON: Scholastic.
- 054--Campbell Hill, B., Johnson, N. J., & Schlick Noe, K. L. (1995). *Literature circles and response*. Toronto, ON: Irwin.
- 055--Campbell Hill, B. & Ruptic, C. (1994). *Practical aspects of authentic assessment: Putting the pieces together*. Norwood, MA: Christopher-Gordon.
- 056--Canfield, J., & Hansen, M. (1996). *Chicken soup for the soul*. FL: Health Communications Inc. [Series]
- 057--Carroll, J. (1993). *Learning centers for little kids*. Carthage, IL: Good Apple.
- 058--Carter, C. (1982). *Structuring for success in the English classroom: Classroom practices in teaching English, 1981-82*. Urbana, IL: NCTE.
- 059--Carter, C. (1985). *Literature--News that stays news: Fresh approaches to the classics*. Urbana, IL: NCTE.
- 060--Cathcart, W. G., Pothier, Y. M., & Vance, J. H. (1997). *Learning mathematics in elementary and middle schools* (2nd ed.). Scarborough, ON: Prentice-Hall Allyn & Bacon.
- 061--Cecil, N. (1997). *For the love of poetry: Literacy scaffolds, extension ideas, and more*. Winnipeg, MB: Peguis.
- 062--Chall, J. (1995). *Learning to read: The great debate*. New York: McGraw-Hill.
- 063--Chambers, A., & Harvey, M. (1993). *Tell me: Children reading and talk*. Stroud, England: Thimble.
- 064--Chapman, M. L. (1997). *Weaving webs of meaning: Writing in the elementary school*. Toronto, ON: ITP/Nelson.
- 065--Cheek, E. H., Jr., Flippo, R. F., & Lindsey, J. D. (1997). *Reading for success in elementary schools*. Toronto, ON: Brown & Benchmark.
- 066--Cheshire, J., Edwards, V., Munstermann, H., & Weltens, B. (1989). *Dialect and education*. Clevedon, England: Multilingual Matters.
- 067--Cihak, M. (1980). *Games children should play*. Glenview, IL: Scott Foresman.
- 068--Claggett, F., Reid, L., & Vinz, R. (1996). *Learning the landscape: Inquiry-based activities for comprehending and composing*. Portsmouth, NH; Heinemann.
- 069--Claggett, F., Reid, L., & Vinz, R. (1996). *Recasting the text: Inquiry-based activities for comprehending and composing*. Portsmouth, NH: Heinemann.
- 070--Clark, J. L. (1987). *Curriculum renewal in school foreign language learning*. Oxford: Oxford University Press.
- 071--Clay, M. M. (1985). *What did I write?* Auckland, NZ: Heinemann.

- 072--Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- 073--Clay, M. M. (1993a). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- 074--Clay, M. M. (1993b). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- 075--Combs, M. (1996). *Developing competent readers and writers in the primary grades*. Englewood Cliffs, NJ: Merrill/Prentice Hall.
- 076--Combs, M. (1997). *Developing competent readers and writers in the middle grades*. Columbus, OH: Prentice Hall.
- 077--Conley, M. W. (1995). *Content reading instruction* (2nd ed.). New York: McGraw-Hill.
- 078--Cooney, M. (Ed.) (1996). *Celebrating women in mathematics and science*. Reston, VA: NCTM.
- 079--Cooper, C. R. (Ed.) (1981). *The nature and measure of competency in English*. Urbana, IL: NCTE.
- 080--Cooper, J. D. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Boston: Houghton Mifflin.
- 081--Cox, C. (1999). *Teaching language arts: A student- and response-centered classroom* (3rd ed.). Boston: Allyn & Bacon.
- 082--Crafton, L. (1991). *Whole language: Getting started . . . moving forward*. New York: Richard C. Owen.
- 083--Crawford, L. (1993). *Language and literacy learning in multicultural classrooms*. Toronto, ON: Allyn & Bacon.
- 084--Crowhurst, M. (1994). *Language and learning across the curriculum*. Scarborough, ON: Allyn & Bacon.
- 085--Crystal, D. (1994). *The Cambridge encyclopedia of language*. Cambridge, England: Cambridge University Press.
- 086--Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge, England: Cambridge University Press.
- 087--Cullinen, B. E. (1990). *Children's literature in the reading program*, Newark, DE: IRA.
- 088--Cullinen, B. E. (1992). *Invitation to read: More children's literature in the reading program*. Newark, DE: IRA.
- 089--Cunningham, P. M. (1995). *Phonics they use: Words for reading and writing* (2nd ed.). New York: HarperCollins.
- 090--Cunningham, P. M., & Allington, R. L. (1994). *Classrooms that work: They can all read and write*. New York: HarperCollins.
- 091--Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York: Longman.
- 092--Cunningham, P. M., Moore, S. A., Cunningham, J. W., & Moore, D. W. (1995). *Reading and writing in elementary classrooms: Strategies and observations* (3rd ed.). White Plains, NY: Longman.
- 093--Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. Markham, ON: Pembroke.
- 094--Davies, A., Cameron, C., Politano, C., & Gregory, K. (1992). *Together is better: Collaborative assessment, evaluation and reporting*. Winnipeg, MB: Peguis.
- 095--Dawe, A. (1971). *Four approaches to prose*. Toronto, ON: Macmillan of Canada.
- 096--Day, K. S. (1998). *Across Canada: A guide to Canadian children's literature*. Scarborough, ON: Prentice-Hall.

- 097--Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- 098--Depree, H. & Iversen, S. (1994). *Early literacy in the classroom: A new standard for young readers*. Richmond Hill, ON: Scholastic.
- 099--Dixon-Krauss, L. (1996). *Vygotsky in the classroom*. Mississauga, ON: Copp Clark Longman.
- 100--Donoghue, M., (1990). *The child and the English language arts* (5th ed.). Dubuque, IA: Wm. C. Brown.
- 101--Donovan, T. R., & McClelland, B. W. (Eds.). (1980). *Eight approaches to teaching composition*. Urbana, IL: NCTE.
- 102--Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. York, ME: Stenhouse.
- 103--Dudley-Marling, C., & Searle, D. (1991). *When students have time to talk*. Portsmouth, NH: Heinemann.
- 104--Duffy, G. G., & Roehler, L. R. (1993). *Improving classroom reading instruction*. Toronto, ON: McGraw-Hill.
- 105--Dunn, S. (1990). *Crackers and crumbs: Chants for whole language*. Portsmouth, NH: Heinemann.
- 106--Durkin, D. (1981). *Strategies for identifying words*. Boston: Allyn & Bacon.
- 107--Dwyer, J. (1991). *A sea of talk*. Toronto, ON: Irwin.
- 108--Dyson, A.H. (1989). *Multiple words of child writers: Friends learning to write*. New York: Teachers College Press.
- 109--Earl, L. M., & Cousins, J. B. (1995). *Classroom assessment: Changing the faces; facing the challenges*. Toronto, ON: Ontario Public School Teachers' Federation.
- 110--Ebenezer, J., & Connor, S. (1998). *Learning to teach science: A model for the 21st century*. Scarborough, ON: Prentice Hall.
- 111--Eby, J. W., & Kujawa, E. (1994). *Reflective planning, teaching, and evaluation: K-12*. New York: Macmillan.
- 112--Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, NH: Heinemann.
- 113--Edwards, J. B., & Malicky, G. (1996). *Constructing meaning: Integrating elementary language arts*. Toronto, ON: Nelson Canada.
- 114--Elliot, P., & Kenney, M. (Eds.). (1996). *Communication in mathematics, K-12 and beyond*. Reston, VA: NCTM.
- 115--Farr, R., & Tone, B. (1994). *Portfolio and performance assessment: Helping students evaluate their progress as readers and writers*. Toronto, ON: Harcourt Brace.
- 116--Farris, P. J. (1993). *Language arts: A process approach*. Madison, WI: Brown & Benchmark.
- 117--Federation of Women Teachers' Association of Ontario. (1998). *Active learning in the early school years*. Toronto, ON: Early Childhood Education Committee, FWTAO.
- 118--Feldman, D. (1989). *When do fish sleep? And other imponderables of everyday life*. New York: HarperPerennial.
- 119--Ferreiro, E., & Teberosky, A. (1983). *Literacy before schooling*. London: Heinemann.
- 120--First Steps. (1994a). *Parents as partners*. Toronto, ON: Irwin.
- 121--First Steps. (1994b). *Reading: Developmental continuum*. Toronto, ON: Irwin.
- 122--First Steps. (1994c). *Reading: Resource book*. Toronto, ON: Irwin.

- 123--First Steps. (1994d). *Spelling: Developmental continuum*. Toronto, ON: Irwin.
- 124--First Steps. (1994e). *Spelling: Resource book*. Toronto, ON: Irwin.
- 125--First Steps. (1994f). *Writing: Developmental continuum*. Toronto, ON: Irwin.
- 126--First Steps. (1994g). *Writing: Resource book*. Toronto, ON: Irwin.
- 127--Fisher, B. (1991). *Joyful learning: A whole language kindergarten*. Portsmouth, NH: Heinemann.
- 128--Fisher, B. (1995). *Thinking and learning together: Curriculum and community in a primary classroom*. Portsmouth, NH: Heinemann.
- 129--Fletcher, R. (1992). *What a writer needs*. Portsmouth, NH: Heinemann.
- 130--Flower, L. (1993). *Problem solving strategies for writing* (4th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.
- 131--Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- 132--Fowler, M. (1995). *Usborne puzzle adventures*. London, UK: Usborne. [Series]
- 133--Froese, V. (Ed.). (1994). *Whole-language: Practice and theory*. Scarborough, ON: Allyn & Bacon.
- 134--Froese, V. (Ed.). (1997). *Language across the curriculum*. Toronto, ON: Harcourt Brace Canada.
- 135--Galda, L., Cullinen, B. E., & Strickland, D. S. (1997). *Language, literacy, and the child*. Fort Worth, TX: HBJ College.
- 136--Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teachers College Press.
- 137--Gamberg, R., Kwak, W., Hutchings, M., & Altheim, J. (1988). *Learning and loving it: Theme studies in the classroom*. Toronto, ON: OISE.
- 138--Gambrell, L. B., & Almasi, J. F. (1996). *Lively discussions! Fostering engaged reading*. Newark, DE: IRA.
- 139--Garton, A. F., & Pratt, C. (1989). *Learning to be literate: The development of spoken and written language*. Oxford, UK/New York: Blackwell.
- 140--Gentile, C. A., (1990). *Exploring new methods for collecting students' school-based writing*. Washington, DC: US Department of Education [1992 Educational Testing Services]
- 141--Gentry, J. R. (1987). *Spel is a four-letter word*. Toronto, ON: Scholastic-TAB.
- 142--Gentry, J. R. (1996). *My kid can't spell!* Portsmouth, NH: Heinemann.
- 143--Gentry, J. R., & Gillet, J. W. (1993). *Teaching kids to spell*. Portsmouth, NH: Heinemann.
- 144--Ghosh, R. (1996). *Redefining multicultural education*. Toronto, ON: Harcourt Brace.
- 145--Gipe, J. P. (1998). *Multiple paths to literacy: Corrective reading techniques for classroom teachers* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- 146--Glazer, S. M., & Brown, C. S. (1993). *Portfolios and beyond: Collaborative assessment in reading and writing*. Norwood, MA: Christopher-Gordon.
- 147--Goodman, K. S. (1986). *What's whole in whole language?* Richmond Hill, ON: Scholastic.
- 148--Goodman, K. S. (1993). *Phonics phacts*. Portsmouth, NH: Heinemann.

- 149--Goodman, K. S., & Bird, L. B., & Goodman, Y. M. (1991). *The whole language catalog*. Santa Rosa, CA: American School Publishers.
- 150--Goodman, K. S., Goodman, Y. M. & Hood, W. J. (Eds.). (1989a). *Organizing for whole language*. Toronto, ON: Irwin.
- 151--Goodman, K. S., Goodman, Y. M., & Hood, W. J. (Eds.). (1989b). *The whole language evaluation book*. Toronto, ON: Irwin.
- 152--Goodman, K. S., Shannon, P., Freeman, Y. S., & Murphy, S. (1988). *Report card on basal readers*. New York: Richard C. Owen.
- 153--Goodman, K. S., Smith, E. B., Meredith, R., & Goodman, Y. M. (1987). *Language and thinking in school: A whole-language curriculum* (3rd ed.). New York: Richard C. Owen.
- 154--Gough, R., & Griffiths, A. (1994). *Science for life*. Toronto, ON: Harcourt Brace.
- 155--Graves, D. H. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.
- 156--Graves, D. H. (1989a). *Experiment with fiction*. Toronto, ON: Irwin.
- 157--Graves, D. H. (1989b). *Investigate nonfiction*. Toronto, ON: Irwin.
- 158--Graves, D. H. (1990). *Discover your own literacy*. Toronto: Irwin.
- 159--Graves, D. H. (1991). *Build a literate classroom*. Toronto, ON: Irwin.
- 160--Graves, D. H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- 161--Graves, M. F., Juel, C., & Graves, B. B. (1998). *Teaching reading in the 21st century*. Toronto, ON: Allyn & Bacon.
- 162--Griffiths, R., & Clyne, M. (1991). *Books you can count on: Linking mathematics and literature*. Portsmouth, NH: Heinemann.
- 163--Gunning, T. G., (1998). *Assessing and correcting reading and writing difficulties*. Toronto, ON: Allyn & Bacon.
- 164--Hall, N. (1987). *The emergence of literacy*. Portsmouth, NH: Heinemann.
- 165--Hall, N., & Robinson, A. (Eds.). (1994). *Keeping in touch: Using interactive writing with young children*. Portsmouth, NH: Heinemann.
- 166--Halliday, M. A. K. (1975). *Learning how to mean*. New York: Elsevier North-Holland.
- 167--Hansen, J., Newkirk, T., & Graves, D. H. (Eds.). (1985). *Breaking ground: Teachers relate reading and writing in the elementary school*. Portsmouth, NH, Heinemann.
- 168--Harp, B., & Brewer, J. (1996). *Reading and writing: Teaching for the connections*. Toronto, ON: Harcourt Brace College.
- 169--Harris, V. J. (1992). *Teaching multicultural literature*. Norwood, MA: Christopher-Gordon.
- 170--Harste, J., Woodward, V., & Burke, C. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.
- 171--Harste, J. C., Short, K. G., & Burke, C. (1988). *Creating classrooms for authors: The reading-writing connection*, Portsmouth, NH: Heinemann.
- 172--Hart-Hewins, L., & Wells, J. (1992). *Read it in the classroom: Organizing an interactive language arts program grades 4-9*. Markham, ON: Pembroke.
- 173--Heard, G. (1989). *For the good of the earth and sun: Teaching poetry*. Portsmouth, NH: Heinemann.
- 174--Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge, MA: Cambridge University Press.

- 175--Heilman, A. W., Blair, T. R., & Rupley, W. H. (1998). *Principles and practices of teaching reading* (9th ed.). Columbus, OH: Merrill/Prentice Hall.
- 176--Hennings, D. G. (1997). *Communication in action: Teaching literature-based language arts* (6th ed.). Boston: Houghton Mifflin.
- 177--Hewitt, J. (1994). *Teaching teenagers: Making connections in the transition years*. Thorndale, ON: Willsdown Press.
- 178--Hiebert, E. H., & Raphael, T. (1998). *Early literacy instruction*. Toronto, ON: Harcourt Brace.
- 179--Hill, S., & Hancock, J. (1993). *Reading and writing communities: Cooperative literacy learning in the classroom*. Armadale, Australia: Eleanor Curtain.
- 180--Hillman, J. (1995). *Discovering children's literature*. Columbus, OH: Merrill.
- 181--Hope, J., Reys, B., & Reys, R. (1987a). *Mental math in the middle grades*. Palo Alto, CA: Dale Seymour.
- 182--Hope, J., Reys, B., & Reys, R. (1987b). *Mental math in the primary grades*. Palo Alto, CA: Dale Seymour.
- 183--Hoskisson, K., & Tompkins, G. E. (1987). *Language arts: Content and teaching strategies*. Columbus, OH: Merrill.
- 000--Also see Tompkins & Hoskisson
- 184--Hostetler, K. (1997). *Ethical judgement in teaching*. Needham Heights, MA: Allyn & Bacon.
- 185--Huck, C. S., Hepler, S. I., & Hickman, J. (1987). *Children's literature in the elementary school* (4th ed.). New York: Holt, Rinehart & Winston.
- 186--Huck, C. S., Hepler, S. I., & Hickman, J. (1993). *Children's literature in the elementary school* (5th ed.). Fort Worth: Harcourt Brace Jovanovich.
- 187--Hughes, M., & Searle, D. (1997). *The violent e and other tricky sounds: Learning to spell from kindergarten through grade 6*. Markham, ON: Pembroke.
- 188--Hunkin, F. (1995). *Teaching thinking through effective questioning*. Norwood, MA: Christopher-Gordon.
- 189--Irvin, J. I. (1998). *Reading and the middle school student: Strategies to enhance literacy*. Boston: Allyn & Bacon.
- 190--Isaacs, J. A., & Brodine, J. S. (1994). *Journals in the classroom: A complete guide for the elementary teacher*. Winnipeg, MB: Peguis.
- 191--Jackson, P. W. (1990). *Life in classrooms*. New York: Teachers College Press. [1968, reissued]
- 192--Jalongo, M. R. (1992). *Early childhood language arts*. Toronto, ON: Allyn & Bacon.
- 193--Jeffrey, N., & Prentice, B. (1997). *Writing in the middle and secondary classrooms: Theory into practice*. Toronto, ON: ITP Nelson.
- 194--Jobe, R., & Hart, P., (1991). *Canadian connections: Experiencing literature with children*. Markham, ON: Pembroke.
- 195--Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- 196--Karelitz, E. B. (1993). *The author's chair and beyond: Language and literacy in a primary classroom*. Portsmouth, NH: Heinemann.
- 197--Kezwer, P. (1995). *Worlds of wonder: Resources for multicultural children's literature*. Toronto, ON: Pippin.
- 198--Kirchner, G., & Fishburne, G. J. (1998). *Physical education for elementary school children* (10th ed.). Whitby, ON: McGraw Hill Ryerson.

- 199--Klein, M. L. (1985). *The development of writing in children pre-K through grade 8*. Englewood Cliffs, NJ: Prentice-Hall.
- 200--Labinowitz, E. (1980). *The Piaget primer: Thinking learning teaching*. Menlo Park, CA: Addison-Wesley.
- 201--Laminack, L., & Wood, K. (1996). *Spelling in use*. Urbana, IL: NCTE.
- 202--Landsberg, M. (1985). *Michele Landsberg's guide to children's books*. Toronto, ON: Penguin.
- 203--Lane, B. (1993). *After "The End": Teaching and learning creative revision*. Portsmouth, NH: Heinemann.
- 204--Larrick, N. (1971). *Somebody turned on a tap in these kids*. New York: Delta.
- 205--Laughlin, M. (1986). *Developing learning skills through children's literature*. Phoenix, AZ: Oryx.
- 206--Lauritzen, C., & Jaeger, M. (1997). *Integrating learning through story: The narrative curriculum*. Toronto, ON: Nelson Canada.
- 207--Leu, D. J., & Kinzer, C. K. (1999). *Effective literacy instruction K-8* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- 208--Lipa, S. E., Harlin, R., & Lonberger, R. (1991). *The whole language journey*. Markham, ON: Pippin.
- 209--Lofland, J., & Lofland, L. (1995). *Analyzing social settings: A guide to qualitative observations*. Belmont, CA: Wadsworth.
- 210--Logan, L. M., & Logan, V. G. (1967). *A dynamic approach to language arts*. Toronto, ON: McGraw Hill.
- 211--Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- 212--Lundsteen, S. (1989). *Language arts: A problem-solving approach*. New York: Harper & Row.
- 213--Lynch, P. (1986). *Using big books and predictable books*. Richmond Hill, ON: Scholastic.
- 214--Manzo, A. V., & Manzo, U. C. (1995). *Teaching children to be literate*. Toronto, ON: Harcourt Brace.
- 000--Mariotti & Homan--see Shearer & Homan
- 215--Martin, D. J. (1997). *Elementary science methods*. New York: Delmar.
- 216--May, F. B. (1998). *Reading as communication: To help children write and read* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- 217--McCabe, M. E., & Rhoades, J. (1988). *The nurturing classroom: Developing self-esteem, thinking skills and responsibility through simple cooperation*. Willits, CA: ITA Publications.
- 218--McCown, R. R., Driscoll, M., & Roop, P. G. (1998). *Educational psychology: A learning-centered approach to classroom practice*. Scarborough, ON: Allyn & Bacon Canada.
- 219--McIntyre, E. & Pressley, M. (Eds.). (1996). *Balanced instruction: Strategies and skills in whole language*. Norwood, MA: Christopher-Gordon.
- 220--McKim, E., & Steinbergh, J. W. (1983). *Beyond words: Writing poems with children*. Green Harbor, MA: Wampeter.
- 221--Meinbach, A. M., Rothlein, L., & Fredericks, A. D. (1995). *The complete guide to thematic units: Creating the integrated curriculum*. Norwood, MA: Christopher-Gordon.
- 222--Mills, H., O'Keefe, T., & Stephens, D. (1992). *Looking closely: Exploring the role of phonics in one whole language classroom*. Urbana, IL: NCTE.

- 223--Murray, D. M. (1982). *Learning by teaching: Selected articles on writing and teaching*. Montclair, NJ: Boynton/Cook.
- 224--Murray, D. M. (1984). *Write to learn*. New York: Holt, Rinehart, & Winston.
- 225--National Council of Teachers of Mathematics. (1975). *Games & puzzles for elementary and middle school mathematics*. Reston, VA: Author.
- 226--National Council of Teachers of Mathematics (1984). *Multicultural mathematics materials*. Reston, VA: Author.
- 227--National Council of Teachers of Mathematics. (1995). *Assessment standards for school mathematics*. Reston, VA: Author.
- 228--Nessel, D. D., Jones, M. B., & Dixon, C. N. (1989). *Thinking through the language arts*. New York: Macmillan.
- 229--New Zealand Ministry of Education. (1991). *Reading in junior classes*. New York: Richard C. Owen. [Wellington, NZ: Department of Education]
- 230--Newman, J. (1984). *The craft of children's writing*. New York: Scholastic.
- 231--Nodelman, P. (1996). *The pleasures of children's literature* (2nd ed.). New York: Longman.
- 232--Norris, D., & Boucher, J. (1980). *Observing children*. Toronto, ON: Board of Education for the City of Toronto.
- 233--Norton, D. E. (1991). *Through the eyes of a child: An introduction to children's literature*. (3rd ed). Toronto, ON: Maxwell MacMillan.
- 234--Norton, D. E. (1993). *The effective teaching of language arts* (4th ed.) Columbus, OH: Merrill.
- 235--Norton, D. E. (1995). *Through the eyes of a child: An introduction to children's literature* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- 236--Olson, D. R., Torrance, N., & Hilyard, A. (1985). *Literacy, language, and learning: The nature and consequences of reading and writing*. Cambridge, MA: Cambridge University Press.
- 237--Olson, J. L. (1992). *Envisioning writing: Toward an integration of drawing and writing*. Portsmouth, NH: Heinemann.
- 238--Ontario Association for Mathematics Education & Ontario Mathematics Coordinators' Association (1995a). *Linking assessment and instruction in mathematics: Intermediate years*. Rosseau, ON: OAME & OMCA.
- 239--Ontario Association for Mathematics Education & Ontario Mathematics Coordinators' Association. (1995b). *Linking assessment and instruction in mathematics: Junior years*. Rosseau, ON: OAME & OMCA.
- 240--Palmer, P. J. (1998). *The courage to teach*. San Francisco: Jossey-Bass.
- 241--Pappas, C. C., Kiefer, B. Z., & Levstik, L. S. (1995). *An integrated language perspective in the elementary school: Theory into action* (2nd ed.). White Plains, NY: Longman.
- 242--Pappas, T. (1995). *More joy of mathematics: Exploring mathematics all around you*. San Carlos, CA: Wide World.
- 243--Pearl, S. & Wilson, N. (1986). *Through teachers' eyes: Portraits of writing teachers at work*. Portsmouth, NH: Heinemann.
- 244--Perry, T., & Fraser, J. (Eds.) (1993). *Freedom's plow: Teaching in the multicultural classroom*. New York: Routledge.
- 245--Peterson, R. & Eeds, M. (1990). *Grand conversations: Literature groups in action*. Richmond Hill, ON: Scholastic.
- 246--Phenix, J., & Scott-Dunn, D. (1991). *Spelling instruction that makes sense*. Markham, ON: Pembroke.
- 247--Piccirilli, R. (1996). *Write about math!*. Toronto, ON: Scholastic Professional Books.

- 248--Pike, G. & Selby, D. (1988). *Global teacher, global learner*. London: Hodder & Stoughton.
- 249--Possien, W. M. (1969). *They all need to talk*. New York: Appleton-Century-Crafts.
- 250--Postman, N. (1985). *Amusing ourselves to death*. Toronto, ON: Penguin.
- 251--Powell, B. (1968). *English through poetry writing: A creative approach for schools*. London: Heinemann.
- 252--Powell, D., & Hornsby, D. (1993). *Learning phonics and spelling in a whole language classroom*. New York: Scholastic.
- 253--Preece, A., & Cowden, D. (1993). *Young writers in the making: Sharing the process with parents*. Portsmouth, NH: Heinemann.
- 254--Proett, J., & Gill, K. (1986). *The writing process in action: A handbook for teachers*. Urbana, IL: NCTE.
- 255--Purves, A. C., Rogers, T., & Soter, A. O. (1995). *How porcupines make love III: Readers, texts, cultures in the response-based literature classroom* [3rd ed.]. New York: Longman.
- 256--Raines, S., & Canady, R. (1989). *Story stretchers: Activities to expand children's favorite books*. Mt. Rainier, MD: Gryphon House.
- 257--Rasinski, T., & Padak, N. (1996). *Holistic reading strategies: Teaching children who find reading difficult*. Columbus, OH: Prentice-Hall.
- 258--Reyes, R. E., Suydam, M. N., Lindquist, M. M., & Smith, N. L. (1998). *Helping children learn mathematics* (5th ed.). Boston: Allyn & Bacon.
- 259--Rhodes, L. K. (1983). *Organizing the elementary classroom for effective language learning*. Newark, DE: IRA.
- 260--Rhodes, L. K. (Ed.). (1993). *Literacy assessment. A handbook of instruments*. Portsmouth, NH: Heinemann.
- 261--Rhodes, L. K., & Dudley-Marling, C. (1988). *Readers and writers with a difference: A holistic approach to teaching literacy to learning disabled and remedial students*. Portsmouth, NH: Heinemann.
- 262--Rhodes, L. K. & Dudley-Marling, C. (1996). *Readers and writers with a difference: A holistic approach to teaching struggling readers and writers*. Portsmouth, NH: Heinemann.
- 263--Rhodes, L. K., & Shanklin, N. (1993). *Windows into literacy: Assessing learners K-8*. Portsmouth, NH: Heinemann.
- 264--Rich, S. J., & Gambell, T. J. (1998). *Reading for meaning in the elementary school*. Toronto, ON: ITP Nelson.
- 265--Richards, R. (1990). *An early start to technology from science*. Toronto, ON: Simon & Schuster.
- 266--Richards, R., Collis, M., & Kincaid, D. (1987). *An early start to science*. Hempstead, England: Macdonald Educational.
- 267--Richardson, J. S., & Morgan, R. F. (1990). *Reading to learn in the content areas*. Belmont, CA: Wadsworth.
- 268--Richardson, K. (1971). *Developing number concepts using Unifix cubes*. Don Mills, ON: Addison-Wesley.
- 269--Rief, L. (1992). *Seeking diversity: Language arts with adolescents*. Portsmouth, NH: Heinemann.
- 270--Robinson, R. D., McKenna, M. C., & Wedman, J. M. (1996). *Issues and trends in literacy education*. Toronto, ON: Allyn & Bacon.
- 271--Roblyer, M. D., Edwards, J., & Harriluk, M. A. (1997). *Integrating technology into teaching*. Scarborough, ON: Prentice Hall.

- 272--Ross, E. P., & Roe, B. D. (1990). *An introduction to teaching the language arts*. Fort Worth: Holt, Rinehart & Winston.
- 273--Routman, R. (1994). *Invitations: Changing as teachers and learners K-12*. Toronto, ON: Irwin.
- 274--Routman, R. (1996). *Literacy at the crossroads: Crucial talk about reading, writing and other teaching dilemmas*. Toronto, ON: Irwin.
- 275--Rubin, D. (1995). *Teaching elementary language arts: An integrated approach* (5th ed.). Needham Heights, MA: Simon & Schuster.
- 276--Ruddell, R. B. (1999). *Teaching children to read and write: Becoming an influential teacher* (2nd ed.). Boston: Allyn & Bacon.
- 277--Sagor, R. (1993). *How to conduct collaborative action research*. Alexandria, VA: ASCD.
- 278--Saldana, J. (1995). *Drama of colour: Improvisation with multiethnic folklore*. Portsmouth, NH: Heinemann.
- 279--Salinger, T. S. (1988). *Language arts and literacy for young children*. Columbus, OH: Merrill.
- 280--Sampson, M. R., Van Allen, R., & Sampson, M. B. (1991). *Pathways to literacy: A meaning-centered perspective*. Fort Worth, TX: Holt, Rinehart & Winston.
- 281--Savage, J. F. (1998). *Teaching reading and writing in the elementary grades: Combining skills, strategies, and literature* (2nd ed.). Boston: McGraw Hill.
- 282--Sawyer, W. E., & Comer, D. E. (1995). *Growing up with literature* (2nd ed.). Toronto, ON: Delmar.
- 283--Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle & Heinle.
- 284--Schickedanz, J. A., York, M. E., Stewart, I. S., White, D. A. (1983). *Strategies for teaching young children* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- 285--Schickedanz, J. A., Hansen, K., & Forsyth, P.D. (1990). *Understanding children*. Mountain View, CA: Mayfield.
- 286--Schwartz, J. I. (1988). *Encouraging early literacy: An integrated approach to reading and writing*. Portsmouth, NH: Heinemann.
- 287--Schwartz, S., & Bone, M. (1995). *Retelling, relating, reflecting: Beyond the three R's*. Toronto, ON: Irwin.
- 288--Schwartz, S., & Pollishuke, M. (1990). *Creating a child-centred classroom*. Toronto, ON: Irwin.
- 289--Scott, R. (1993). *Spelling: Sharing the secrets*. Toronto, ON: Gage.
- 290--Scott, R., & Siamon, S. (1994). *Sharing the secrets: Teach your child to spell*. Toronto, ON: Macmillan.
- 291--Shearer, A. P., & Homan, S. P. (1994). *Linking reading assessment to instruction: An application worktext for elementary classroom teachers*. New York: St. Martin's Press.
- 292--Short, K. G., Harste, J. C., & Burke, C. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.
- 293--Short, K. G., & Pierce, K. M. (Eds.). (1990). *Talking about books: Creating literate communities*. Portsmouth, NH: Heinemann.
- 294--Short, K. G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M., & Crawford, K. M. (1996). *Learning together through inquiry: From Columbus to integrated curriculum*. York, ME: Stenhouse.
- 295--Slaughter, J. P. (1993). *Beyond storybooks: Young children and the shared book experience*. Newark, DE: IRA.

- 296--Smith, F. (1981). *Essays into literacy: Selected papers and some afterthoughts*. Portsmouth, NH: Heinemann.
- 297--Smith, F. (1982). *Understanding reading* (3rd ed.). New York: Holt, Rinehart & Winston.
- 298--Smith, F. (1985). *Reading without nonsense* (2nd ed.). New York: Teachers College Press.
- 299--Smith, F. (1988). *Joining the literacy club*. Portsmouth, NH: Heinemann.
- 300--Spandel, V., & Stiggins, R. J. (1997). *Creating writers: Linking writing assessment and instruction* (2nd ed.). New York: Longman.
- 301--Stauffer, R. G. (1970). *The language experience approach to the teaching of reading*. New York: Harper & Row.
- 302--Stenmark, J. K. (Ed.). (1992). *Mathematics assessment: Myths, models, good questions, and practical suggestions*. Reston, VA: NCTM.
- 303--Stenmark, J. K., Thompson, V., & Cossey, R. (1986). *Family math*. Berkeley, CA: University of California.
- 304--Stevenson, C., & Carr, J. (Eds.). (1992). *Integrated studies in the middle grades: Dancing through walls*. New York: Teachers College Press.
- 305--Stewig, J. W., & Simpson, M. J. (1995). *Language arts in the early childhood classroom*. Toronto, ON: Wadsworth.
- 306--Stice, C. E., Bertrand, J. E., & Bertrand, N. P. (1995). *Integrating reading and the other language arts*. Toronto, ON: Nelson.
- 307--Stires, S. (1991). *With promise: Redefining reading and writing needs for "special" students*. Portsmouth, NH: Heinemann.
- 308--Stoodt, B. D. (1988). *Teaching language arts*. New York: Harper & Row.
- 309--Strickland, D. S. (1998). *Teaching phonics today: A primer for educators*. Newark, DE: IRA.
- 310--Strickland, D., & Morrow, L. M. (1989). *Emerging literacy: Young children learn to read and write*. Newark, DE: IRA.
- 311--Stringer, E. (1996). *Action research: A handbook for practitioners*. Thousand Oaks, CA: Sage.
- 312--Swartz, L. (1993). *Classroom events through poetry*. Markham, ON: Pembroke.
- 313--Swartz, L. (1995). *Dramathemes*. (2nd ed.). Markham, ON: Pembroke.
- 314--Swenson, M. (1993). *The complete poems to solve*. Don Mills, ON: Maxwell Macmillan.
- 315--Taylor, D. (1983). *Family literacy: Young children learn to read and write*. Portsmouth, NH: Heinemann.
- 316--Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate*. Portsmouth, NH: Heinemann.
- 317--Teale, W., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*. Norwood, NJ: Ablex.
- 318--Temple, C., & Gillet, J. W. (1984). *Language arts: Learning processes and teaching practices*. Boston: Little Brown.
- 319--Temple, C., & Gillet, J. W. (1996). *Language and literacy: A lively approach*. New York: HarperCollins.
- 320--Temple, C. A., Nathan, R., & Burris, N. A. (1992). *The beginnings of writing* (3rd ed.). Boston: Allyn & Bacon.
- 321--Temple, C. A., Martinez, M., Yokota, J., & Naylor, A. (1998). *Children's books in children's hands: An introduction to their literature*. Toronto, ON: Allyn & Bacon.
- 322--Templeton, S. (1997). *Teaching the integrated language arts* (2nd ed.). New York: Houghton Mifflin.

- 323--Thomas, V. (1979). *Teaching spelling: Canadian word lists and instructional techniques*. Toronto, ON: Gage.
- 324--Thompson, R. (1988). *Draw and tell*. Toronto, ON: Annick. [Series of 2]
- 325--Tiedt, I. M., & Tiedt, S. W. (1967). *Contemporary English in the elementary school*. Englewood Cliffs, NJ: Prentice Hall.
- 326--Tierney, R. J., Readence, J. E., & Dishner, E. K. (Eds.). (1990). *Reading strategies and practices* (3rd ed.). Toronto, ON: Allyn & Bacon.
- 327--Tombari, M., & Borich, G. (1999). *Authentic assessment in the classroom: Applications and practice*. Upper Saddle River, NJ: Prentice Hall.
- 328--Tompkins, G. E. (1994). *Teaching writing: Balancing process and product* (2nd ed.). New York: Macmillan.
- 329--Tompkins, G. E. (1997). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Prentice Hall.
- 330--Tompkins, G. E. (1998a). *50 literacy strategies: Step by step*. Upper Saddle River, NJ: Merrill.
- 331--Tompkins, G. E. (1998b). *Language arts: Content and teaching strategies* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- 332--Tompkins, G. E., Bright, R. M., Pollard, M. J., & Winsor, P. J. T. (1999). *Language arts: Content and teaching strategies* (Canadian ed.). Scarborough, ON: Prentice Hall Allyn & Bacon Canada.
- 333--Tompkins, G. E., & Hoskisson, K. (1991). *Language arts: Content and teaching strategies* (2nd ed.). New York: Merrill.
- 334--Tompkins, G. E., & Hoskisson, K. (1995). *Language arts: Content and teaching strategies* (3rd ed.). New York: Merrill.
- 000--Also see Hoskisson & Tompkins
- 335--Tompkins, G. E., & McGee, L. M. (1993). *Teaching reading with literature: Case studies to action plans*. Toronto, ON: Maxwell Macmillan.
- 336--Toronto District School Board (1997). *Teaching children to read and write: A primary Junior language guide*. Toronto, ON: Author.
- 337--Trelease, J. (1985). *The read-aloud handbook*. New York: Penguin.
- 338--Vacca, R. T., & Vacca, J. L. (1996). *Content area reading* (5th ed.). New York: HarperCollins.
- 339--Vacca, R. T., & Vacca, J. L. (1998). *Content area reading: Literacy and learning across the curriculum* (6th ed.). New York: Addison-Wesley Longman.
- 340--Vacca, J. L., Vacca, R. T., & Gove, M. K. (1995). *Reading and learning to read* (3rd ed.). New York: HarperCollins.
- 341--Valencia, S. W. (1998). *Literacy portfolios in action*. Toronto, ON: Harcourt Brace.
- 342--Van de Walle, J. A. (1994). *Elementary school mathematics: Teaching developmentally* (2nd ed.). New York: Longman.
- 343--Van de Walle, J. A. (1998). *Elementary and middle school mathematics: Teaching developmentally*. (3rd ed.). Toronto, ON: Addison-Wesley Longman.
- 344--Van der Meer, R., & Gardner, B. (1994). *The math kit: A three-dimensional tour through mathematics*. New York: Macmillan.
- 345--Victor, E., & Kellough, R. (1997). *Science for the elementary and middle school* (8th ed.). Columbus, OH: Merrill.
- 346--Vordman, C. (1996). *How math works*. London: Dorling Kindersley.

- 347--Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- 348--Ward, A. (1997). *Classroom conversations: Talking and learning in elementary school*. Toronto, ON: ITP Nelson.
- 349--Wasserman, S., & Ivany, J. W. G., (1988). *Teaching elementary science*. New York: HarperCollins.
- 350--Wasserman, S., & Ivany, J. W. G., (1996). *The new teaching elementary science: Who's afraid of spiders?* (2nd ed.). New York: Teachers College Press.
- 351--Watson, D., Burke, C., & Harste, J. (1989). *Whole language: Inquiring voices*. Richmond Hill, ON: Scholastic.
- 352--Weaver, C. (1994). *Reading process and practice: From socio-psycholinguistics to whole language* (2nd ed). Portsmouth, NH: Heinemann.
- 353--Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Heinemann.
- 354--Wells, C. G. (1986). *The meaning makers: Children learning language and using language to learn*, Portsmouth, NH: Heinemann.
- 355--Wells, C. G., & Chang-Wells, G. L. (1992). *Constructing knowledge together: Classrooms as centers of inquiry and literacy*. Portsmouth, NH: Heinemann.
- 356--Wells, J., & Hart-Hewins, L. (1994). *Phonics, too! How to teach skills in a balanced language program*. Markham, ON: Pembroke.
- 357--Westley, J. (1994). *Puddle questions: Assessing mathematical thinking*. Toronto, ON: Addison-Wesley.
- 358--Whitin, D. J., & Wilde, S. (1992). *Read any good math lately?* Portsmouth, NH: Heinemann.
- 359--Wilde, S. (1992). *You can read this! Spelling and punctuation for whole language classrooms*. Portsmouth, NH: Heinemann.
- 360--Winch, G., & Blaxell, G. (1996). *The grammar handbook for word-wise kids: Basic English grammar, punctuation and usage*. Markham, ON: Pembroke.
- 361--Wood, M. (1999). *Essentials of elementary language arts*. (2nd ed.). Boston: Allyn & Bacon.
- 362--Wright, I. (1995). *Elementary social studies: A practical approach* (4th ed.). Toronto, ON: ITP Nelson.
- 363--Yardley, A. (1970). *Exploration and language*, London: Evans.
- 364--Yellin, D., & Blake, M. E. (1994). *Integrating the language arts: A holistic approach*. New York: HarperCollins.
- 365--Yopp, R. H., & Yopp, H. K. (1992). *Literature-based reading activities*. Toronto, ON: Allyn & Bacon.
- 366--Zaslavsky, C. (1993). *Multicultural mathematics: Interdisciplinary cooperative-learning activities*. Portland, ME: J. Weston Walch.
- 367--Zemelman, S., & Daniels, H. (1988). *A community of writers: Teaching writing in the junior and senior high school*. Portsmouth, NH: Heinemann.

To add items, use **Supplementary Codes Sheets—Supplementary English Books Etc.**

Books in French

A listing of French abbreviations may be found at the end of the entire list of code numbers.

- 400--Asselin, C. (1982). *Activités pratiques de communication orale*. Coll. Les outils de communication orale, Fascicules 8 et 9. Montréal, QC: UQAM.
- 401--Baskwill, J., & Whitman, P. (1989). *Le langage intégré et l'évaluation de l'enfant : guide pratique*. Richmond Hill, ON: Scholastic-TAB.
- 402--Bastoul, D. N. (1976). *Réflexion sur la pédagogie de l'expression orale avant 8 ans*. Paris: Éd. de l'École.
- 403--Beauchemin, N. (1975). *Les attitudes des enfants de 5e et 6e année, en Estrie, devant les variétés du québécois parlé*. Sherbrooke, QC: PPMF.
- 404--Beauchesne, Y. (1985). *Animer la lecture : comprendre, agir, faire lire*. Montréal, QC: Asted.
- 405--Bélanger, R. (1992). *Apprendre à lire et à écrire au primaire : guide à usage des parents*. Montréal, QC: Éd. de l'Homme.
- 406--Bellenger, L. (1981). *L'expression orale : une approche nouvelle de la parole expressive/Connaissance du problème : applications pratiques*. Paris: Éd. ESF.
- 000--Bergeron, M., Boulianne, L. L., & Cronk, C. (1985). *Allô papa! Allô maman! Allô le monde! Communiquer avec l'enfant au cours de ses cinq premières années*. Québec, QC: Ministère de l'éducation. NOTE: CODE AS GOVERNMENT DOCUMENT
- 407--Bernstein, B. (1975). *Langage et classes sociales*. Coll. Le sens commun. Paris: Éd. de Minuit.
- 408--Bescherelle, L. N. (1991). *La grammaire pour tous*. Montréal, QC: Hurtubise.
- 409--Besson, R. (1980). *La pratique de l'expression française orale et écrite*. Paris: André Castella.
- 410--Best, F. (1978). *Vers la liberté de parole : libération de la parole, structuration de la langue, libération du langage*. Paris: Nathan, Coll. INRP.
- 411--Bizouard, C. (1996). *Invitation à l'expression orale*. Lyon: Chroniques sociales.
- 412--Boucher, A.-M., Duplantié, M., & Leblanc, R. (1988). *Pédagogie de la communication dans l'enseignement d'une langue étrangère*. Bruxelles: De Boeck.
- 413--Boudreau, G. (1992a). *Genèse de l'écriture selon Emilia Ferreiro*. Sherbrooke, QC: Faculté d'éducation, Université de Sherbrooke.
- 414--Boudreau, G. (1992b). *Le langage intégré : un visa pour l'alpha pop*. Montréal, QC: Le regroupement des groupes populaires en alphabétisation du Québec.
- 415--Boudreau, G. (1993). *Réussir dès l'entrée dans l'écrit*. Sherbrooke, QC: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 000--Boulanger, A. (1994). *Le programme de français au primaire : la syntaxe et le lexique. Guide d'exploitation pédagogique* [ce document accompagne une cassette vidéo]. Québec: MEQ. NOTE: CODE AS GOVERNMENT DOCUMENT
- 416--Bourneuf, D., & Paré, A. (1975). *Pédagogie et lecture : animation d'un coin de lecture*. Montréal, QC: Éd. Québec-Amérique.
- 417--Bourret, P. (1982). *Situations de communication orale*. Hull, QC: PPMF.
- 418--Boyer, C. (1993). *L'enseignement explicite de la compréhension en lecture*. Montréal, QC: Graficor.
- 419--Boyer, J.-Y. (1990). *L'activité de la recherche en lecture*. Montréal, QC: ACFAS.

- 420--Boyer, J.-Y. (1994). *Évaluer le savoir-lire*. Montréal, QC: Logiques.
- 421--Bradford, K. (1990). *Écrire, pourquoi pas?* Richmond Hill, ON: Scholastic.
- 000--Branca, S., Lebrun, M., & Pelchat, R. (1980). *Recherche sur l'acquisition de l'orthographe*. Québec: Ministère de l'éducation. NOTE: CODE AS GOVERNMENT DOCUMENT
- 422--Brédart, S., & Rondal, J. A. (1982). *L'analyse du langage chez l'enfant : les activités métalinguistiques*. Bruxelles: Mardaga.
- 423--Bronckart, J.-P. (1976). *Genèse et organisation des formes verbales chez l'enfant : de l'aspect au temps*. Bruxelles: Dessart & Mardaga.
- 424--Caron, J. (1994). *Quand revient septembre*. Montréal, QC: Éd. de la Chenelière.
- 425--Carrier, L., Saint-Laurent, L., & Simard, C. (1996). *Guide d'intervention pédagogique en production de textes*. Sainte-Foy, QC: Université Laval, CRIRES.
- 426--Catach, N. (1982). *L'orthographe*. Paris: PUF.
- 427--Catach, N., Duprez, D., & Legris, M. (1980). *L'enseignement de l'orthographe, l'alphabet phonétique international, la typologie des fautes, la typologie des exercices*. Paris: Nathan.
- 428--Catach, N., Gruaz, C., & Duprez, D. (1986). *L'orthographe française : traité théorique et pratique* (2e éd.). Paris: Nathan.
- 429--Charmeux, E. (1987). *Apprendre à lire : échec à l'échec*. Toulouse, France: Milan.
- 430--Chartrand, S.-G. (Éd.). (1996). *Pour un nouvel enseignement de la grammaire : propositions didactiques* (2e éd.). Montréal, QC: Logiques.
- 431--Cohen, I., & Mauffrey, A. (1983). *Vers une nouvelle pédagogie de la lecture*. Paris: Colin.
- 432--Colignon, J.-P. (1993). *Un point, c'est tout! La ponctuation efficace*. Montréal, QC: Boréal.
- 433--Corbeil, J.-C. (1986). *Dictionnaire thématique visuel*. Montréal, QC: Québec/Amérique.
- 434--Cornaïre, C. M., & Raymond, P. M. (1994). *Le point sur la production écrite en didactique des langues*. Anjou, QC: Centre éducatif et culturel.
- 435--Dannequin, S. (1976). *Les enfants baillonnés*. Lyon, France: CEDIC.
- 436--De Landsheere, G. (1979a). *Comment les maîtres enseignent, I – Analyse des interactions verbales en classe*. Bruxelles: Ministère de l'éducation et de la culture.
- 437--De Landsheere, G. (1979b). *Comment les maîtres enseignent, II – Les comportements non verbaux de l'enseignant*. Paris: Nathan.
- 438--De Maistre, M. (1975). *Les parents et le développement du langage*. Paris: Le Centurion.
- 439--Demers, C., & Tremblay, G. (1988). *Référentiel en communication écrite*. Rimouski, QC: Éd. l'Artichaut.
- 440--Demers, C., & Tremblay, G. (1990). *Un éventail de productions écrites par des élèves à risque*. Rimouski, QC: Éd. l'Artichaut.
- 441--Demers, C., & Tremblay, G. (1992). *Pour une didactique renouvelée de la lecture : du cœur, des stratégies, de l'action . . .*. Rimouski, QC: Éd. l'Artichaut.
- 442--DesRuisseaux, P. (1979). *Le livre des expressions québécoises*. Montréal, QC: Hurtubise.

- 443--Dionne, N.-E. (1974). *Le parler populaire des canadiens-français*. Sainte-Foy, QC: PUL.
- 444--Dolto, F. (1987). *Tout est langage*. Paris: Vertiges du Nord/Carrere.
- 445--Doppagne, A. (1984). *La bonne ponctuation : clarté, précision, efficacité de vos phrases* (2e éd.). Paris: Duculot.
- 446--Doutreloux, J.-M. (1983). *Prise en charge et évaluation de l'oral au primaire*. Sherbrooke, QC: PPMF, no 13.
- 447--Dulude, F. (1997). *Mon guide de rédaction*. Montréal, QC: ERPI.
- 448--Egan, G., & Forest, F. (1992). *Communication dans la relation d'aide*. Laval, QC: Études vivantes.
- 449--Esperet, E. (1979). *Langage et origine sociale des élèves*. Berne: Peter Lang.
- 450--Estienne, F. (1975). *Le langage et l'enfant*. Paris: Éd. Universitaires.
- 451--Estienne, F. (1980). *Plaisir et langage : de la créativité à l'écoute, de l'écoute à la créativité*. Paris: France/Amérique, Jean-Pierre Delarge.
- 452--Farid, G. (1982). *Didactique de l'orthographe au primaire*. Hull, QC: Université du Québec à Hull.
- 453--Féger, R. (1997). *L'éducation face aux nouveaux défis*. Montréal, QC: Nouvelles.
- 454--Florin, A. (1995). *Parler ensemble en maternelle*. Paris: Ellipse.
- 455--Fortier-Lavoie, R. (1984). *Apprentissage de la lecture en pédagogie ouverte*. Sainte-Foy, QC: Centre d'intégration de la personne de Québec.
- 456--François, F. (1993). *Pratiques de l'oral*. Paris: Nathan.
- 457--Frankland, M. (1988). *La communication orale efficace*. Laval, QC: Mondia.
- 458--Gagné, G., Pagé, M., & Tarrab, E. (1990). *Didactique des langues maternelles : questions actuelles dans différentes régions du monde*. Montréal, QC: ERPI.
- 459--Gagné, G., & Roy, G. R. (1989). *Didactique du français langue maternelle : bilan des recherches québécoises*, Sherbrooke, PQ: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 460--Gartner, A. (1983). *Des enfants enseignent aux enfants*. Paris: Epi.
- 461--Genevay, E. (1994). *Ouvrir la grammaire*. Lausanne, Suisse: Éd. LEP [Loisirs et pédagogie].
- 462--Genouvrier, F. (1992). *L'enfance de la parole*. Paris: Nathan.
- 463--Germain, C., & Lapointe, R.-E. (1985). *L'évaluation de la communication écrite au primaire, Vol. II*. Montréal, QC: Université de Montréal, PPMF Primaire.
- 464--Giasson, J. (1990). *La compréhension en lecture*. Montréal, QC: Gaëtan Morin.
- 465--Giasson, J. (1995). *La lecture : de la théorie à la pratique*. Montréal, QC: Gaëtan Morin.
- 466--Giasson, J., & Thériault, J. (1983). *Apprentissage et enseignement de la lecture*. Montréal, QC: Éd. Ville-Marie.
- 467--Giasson-Lachance, J. (1981). *Lecture : activité de vocabulaire visuel en première année*. Montréal, QC: Éd. Ville-Marie, coll. PPMF-Laval.
- 468--Girard, N., & Simard, C. (1981). *Le feedback dans la communication orale*. Sainte-Foy, QC: PPMF-Laval, Éd. Ville-Marie.
- 469--Gobbe, R., & Tordoir, M. (1986). *Grammaire française* (éd. canadienne). Saint-Laurent, QC: Trécarré.

- 470--Goodman, K. (1989). *Le pourquoi et le comment du langage intégré* [What's whole in whole language?, Sybil Denis, trad.]. Richmond Hill, ON: Scholastic-TAB.
- 471--Gosselin, M., Girard, N., & Simard, C. (1981). *Cinq opérations linguistiques : addition, soustraction, permutation, substitution, transformation*. Montréal, QC: Éd. Ville-Marie.
- 472--Gosselin, M., & Simard, C. (1982). *Ateliers de vocabulaire*. Montréal, QC: PPMF, Éd. Ville-Marie.
- 473--Goupil, G., & Lusignan, G. (1993). *Apprentissage et enseignement en milieu scolaire*. Boucherville, QC: Gaëtan Morin.
- 474--Grevisse, M. (1986a). *Le bon usage* (12e éd.). Montréal, QC: ERPI.
- 475--Grevisse, M. (1986b). *Précis de grammaire française* (12e éd.). Paris-Gembloux: Duculot.
- 476--Guérette, C. (1998). *Au coeur de la littérature d'enfance et de jeunesse*. Sainte-Foy, QC: Éd. La Liberté.
- 477--Guillaume, C. (1993). *J'aide mon enfant à apprendre à lire*. Paris: Retz.
- 478--Guilloton, N. (1997). *Mots pratiques, mots magiques : 140 questions de langue au fil des saisons*. Sainte-Foy, QC: Les publications du Québec.
- 479--Hanse, J. (1987). *Nouveau dictionnaire des difficultés du français moderne*. Paris-Gembloux: Duculot.
- 480--Jakobson, R. (1980). *Langage enfantin et aphasie*. Paris: Flammarion.
- 481--Jamet, É. (1997). *Lecture et réussite scolaire*. Paris: Dunod.
- 482--Jocelyn, P., Poturin, N., & Voitchevska, C. (1985). *Schéma-type de l'évaluation de l'habileté des élèves à communiquer oralement*. Hull, QC: Université du Québec à Hull.
- 483--Jolibert, J. (1988). *Former des enfants producteurs de textes*. Paris: Hachette.
- 484--Juneau, M. (1977). *Problèmes de lexicologie québécoise*. Sainte-Foy, QC: PUL.
- 485--Keller, E. (1985). *Introduction aux systèmes psycholinguistiques*. Chicoutimi, QC: Gaëtan Morin.
- 486--Kerbrat-Orecchioni, C. (1996). *La conversation*. Paris: Seuil.
- 487--Lafontaine, L. (1985). *Les difficultés syntaxiques dans des textes d'enfants au primaire*. Thèse de doctorat, Faculté des sciences de l'éducation, Université de Montréal.
- 488--Langevin, C. (1970). *Le langage de votre enfant : comment l'éduquer, le corriger, le développer*. Montréal, QC: Éd. de l'Homme.
- 489--Launay, C., & Borel-Maisonny, S. (1975). *Les troubles du langage, de la parole et de la voix chez l'enfant*. Paris: Éd. Masson.
- 490--Lebrun, M. (1986). *Les apports de la linguistique à la didactique du français*. Sherbrooke, QC: Gaëtan Morin.
- 491--Leclerc, J. (1979). *Qu'est-ce que la langue?* Comeday, Laval, QC: Mondia.
- 492--Leclerc, J. (1992). *Langue et société*. Laval, QC: Mondia.
- 493--Lemire, G. (1981). *L'enseignement du français et la communication orale*. Laval, QC: Publications du PPMF.
- 494--Lentin, L. (1974). *Apprendre à parler à l'enfant de moins de 6 ans. Où? Quand? Comment?*, Tome 1 & 2 (4e éd.). Paris: Éd. ESF.
- 495--Lepot-Froment, C. (1996). *L'enfant sourd : Communication et langage*. Bruxelles: De Boeck Université.

- 496--Maigre, A. (1996). *Introduction à la langue écrite*, Sherbrooke, QC: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 497--Mathis, G. (1997). *Professeur de français : les clés d'un savoir faire*. Paris: Nathan.
- 498--McNicoll, L., & Roy, G. R. (1989) *La pédagogie du brouillon*, Sherbrooke, QC: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 499--Ollivier, B. (1992). *Communiquer pour enseigner*. Paris: Hachette.
- 500--Ostiguy, L., & Gagné, G. (1986). *Pour un contenu linguistique en oral au 2e cycle du primaire*. Coll. Recherches et essais, no 11. Montréal, QC: Université de Montréal.
- 501--Ostiguy, L., & Gagné, G. (1988). *Le développement du français oral soutenu par l'analyse du langage* (3e-6e année),. Coll. Documentation pédagogique, no 9. Montréal, QC: Université de Montréal.
- 502--Ouellette, L. M. (1996). *La communication au coeur de l'évaluation en formation continue*. Paris: PUF.
- 503--Pennac, D. (1992). *Comme un roman*. Paris: Gallimard.
- 504--Porot, D. (1978). *Les troubles du langage*. Paris: PUF.
- 505--Préfontaine, C., & Fortier, G. (Éds.). (1994). *Enseigner le français. Pour qui? Pourquoi? Comment?* Montréal, QC: Éd. Logiques.
- 506--Préfontaine, C., & Lebrun, M. (Éds.). (1992). *La lecture et l'écriture : enseignement et apprentissage*. Montréal, QC: Éd. Logiques.
- 507--Ramat, A. (1989). *Grammaire typographique* (4e éd). Saint-Lambert, QC: Éd. Aurel Ramat.
- 508--Reuter, Y. (1994). *Les interactions lecture-écriture : Actes du colloque Théodile-Crel*. Paris: Éd. Peter Lang.
- 509--Riegel, M., Pellat, J.-C., & Rioul, R. (1994). *Grammaire méthodique du français*. Paris: PUF.
- 510--Robert, P. (1992). *Dictionnaire alphabétique et analogique de la langue française* (2e éd). Paris: SNL.
- 511--Rondal, J. (1979). *Votre enfant apprend à parler*. Bruxelles: Mardaga.
- 512--Rondal, J. (1983). *L'interaction adulte-enfant et la construction du langage*. Bruxelles: Mardaga.
- 513--Roy, G.-R., & Biron, H. (1991). *S'approprier l'orthographe grammaticale par l'approche donneur → receveur*. Sherbrooke, PQ: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 514--Saint-Laurent, L., Giasson, J., Simard, C., Dionne, J. J., & Royer, E. (1995). *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative*. Montréal, QC: Éd. Gaëtan Morin.
- 515--Salomé, J. (1982). *Parle-moi...j'ai des choses à te dire*. Montréal, QC: Éd. de l'Homme.
- 516--Schneuwly, B. (Éd.). (1990). *Diversifier l'enseignement du français écrit*. Actes du IVe Colloque international de didactique du français écrit, langue maternelle. Paris: Delachaux & Niestlé.
- 517--Simard, C. (1997). *Éléments de didactique du français langue première*. Saint-Laurent, QC: ERPI.
- 518--Simonpoli, J. F. (1991). *Apprendre à communiquer*. Paris: Hachette.
- 519--Smith, F. (1986). *Devenir lecteur*. Paris: Armand Colin/Bourrelrier.
- 520--Société du parler français au Canada. (1968). *Glossaire du parler français au Canada*. Sainte-Foy, QC: PUL.

- 521--Talbot, D. (1988). *L'évaluation de la communication orale en classe, c'est possible : propositions d'activités d'évaluation des habilités communiquer oralement selon les objectifs du programme de français, langue maternelle*. Montréal, QC: CECM.
- 522--Tardif, J. (1992). *Pour un enseignement stratégique : l'apport de la psychologie cognitive*. Montréal, QC: Logiques.
- 523--Tarrab, E. *L'élaboration du langage au primaire : pistes d'objectivation*. Montréal, QC: PPMF, no 1.
- 524--Thériault, J. (1995). *J'apprends à lire...Aidez-moi! Comment l'enfant s'apprend à lire et à écrire*. Montréal, QC: Éd. Logiques.
- 525--Thimonnier, R. (1974). *Code orthographique et grammatical*. Verviers: Éd. Marabout.
- 526--Tochon, F. V. (1997). *Organiser des activités de communication orale*. Sherbrooke, QC: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 527--Tochon, F. V., & Druc, I. C. (1992). *Oral et intégration des discours*. Sherbrooke, QC: Éd. du CRP, Faculté d'Éducation, Université de Sherbrooke.
- 528--Tordoir, M. (1978). *Grammaire nouvelle pour l'école primaire*. Paris-Gembloux: Duculot.
- 529--Tourtet, L. (1973). *Langage et prise de conscience à l'école maternelle*. Paris: Coll. Bourrelier, Armand Colin.
- 530--Turner, S. (1993). *La grammaire m'enchanté*. [Cassette et cahier d'activités]. Montréal, QC: ERPI.
- 531--Université de Moncton. (1997). *Vers une pédagogie actualisante : mission de la Faculté des sciences de l'éducation*. Moncton, NB: Auteur.
- 000--Valiquette, J. (1979). *Les fonctions de la communication : au coeur d'une didactique renouvelée de la langue maternelle*. Service de recherche et expérimentation pédagogique, Quebec, QC: MEQ. NOTE: CODE AS GOVERNMENT DOCUMENT
- 532--Valiquette, J. (1995). *L'enseignement grammatical à l'heure des choix : une solution pour remédier aux faiblesses chroniques en orthographe grammaticale*. Montréal, QC: CEC.
- 533--Van Grunderbeeck, N. (1994). *Les difficultés en lecture : diagnostic et pistes d'intervention*. Montréal, QC: Gaëtan Morin.
- 534--Vanoye, F., Mouchon, J., & Sarrazac, J.-P. (1981). *Pratiques de l'oral : écoute, communications sociales, jeu théâtral*. Paris: Colin.
- 535--Vermette, J., & Cloutier, R. (1992). *La parole en public*. Sainte-Foy, QC: PUL.
- 536--Wirthner, M., Martin, D., & Perrenoud, P. (Éds.). (1991). *Parole étouffée, parole libérée : fondements et limites d'une pédagogie de l'oral*. Neuchâtel, Suisse: Delachaux & Niestlé.
- To add items, use **Supplementary Codes Sheets--Supplementary French Books Etc.**

Codes for Journal Articles, Chapters, and Articles in Edited Books

Articles in English

A listing of English abbreviations may be found at the end of the entire list of code numbers.

- 600--Bain, B. (1990). Effective bilingualism: Canadian schools, not French schools versus English schools. In I. Mailhot-Bernard & D. M. Cashman, (Eds.), *Canada's languages: A time to reevaluate/Les langues du Canada: l'heure de réévaluer*. Official Languages education Conference/Actes du Congrès pédagogique des langues officielles 1988 [pages unknown] . [Ottawa]: Canadian Association of Second Language Teachers.
- 601--Baumann, J., & Stevenson, J. (1982). Understanding standardized reading achievement test scores. *The Reading Teacher*, 35(6), 648-54.
- 602--Beck, I., & McKeown, M. (1981). Developing questions that promote comprehension: The story map, *Language Arts*, 58(8), 913-18.
- 603--Beers, C., & Beers, J. (1981). Three assumptions about learning to spell. *Language Arts*, 58(5), 573-80.
- 604--Bingham, A. (1988). Using writing folders to document student progress. In T. Newkirk & N. Atwell (Eds.), *Understanding Writing: Ways of observing, learning and teaching K-8* (2nd ed.) (pp. 216-225). Portsmouth, NH: Heinemann.
- 605--Black, J. K. (1980). Those "mistakes" tell us a lot. *Language Arts*, 57(5), 508-13.
- 606--Bridges, C. (1979). Predictable materials for beginning readers. *Language Arts*, 56(5), 503-07.
- 607--Bruner, J. (1985). Vygotsky: A historical and conceptual perspective. In J. V. Wertsch (Ed.), *Culture, communication and cognition: Vygotskian perspectives* (pp.21-34). Cambridge, MA: Cambridge University Press.
- 608--Burke, C. L. (1987). Reading interview. In Y. M. Goodman, D. J. Watson, & C. L. Burke, *Reading miscue inventory: Alternative procedures* (pp. 7-8). New York: Richard C. Owen.
- 609--Burke, C., Rhodes, L. K., & Dudley-Marling, C. (1987). Coding directions. In Y. M. Goodman, D. J. Watson, & C. L. Burke *Reading miscue inventory: Alternative procedures* (pp. 9-14). New York: Richard C. Owen.
- 610--Cherland, M. (1990s). Good books for middle years kids. *In the middle: Journal of the Saskatchewan Middle Years Association*. [column]
- 611--Church, S., (1994). Is whole language really warm and fuzzy? *The Reading Teacher*, 47(5), 362-70.
- 612--Conniff, C. (1993). How young readers perceive reading and themselves as readers. *English in Education*, 27(2), 19-25.
- 613--Crocker, M. (1983). On doing projects. In J. M. Newman (Ed.), *Whole language: Translating theory into practice* (pp.129-138). Dalhousie, NS: Department of Education, Dalhousie University.
- 614--Crowhurst, M. (1988). Prerequisites for teaching writing: What the writing teacher need to know and be. *Canadian Journal of English Language Arts*, 2(3), 5-12.
- 615--Davis, W. A., & Rhodes, L. K. (1987). Denver reading attitude survey. In Y. M. Goodman, D. J. Watson, & C. L. Burke, *Reading miscue inventory: Alternative procedures* (pp.16-18). New York: Richard C. Owen.
- 616--DeFord, D. (1980). Young children and their writing. *Theory into Practice*, 19(3), 157-62.

- 617--Denver Coordinators/Consultants Applying Whole Language. (1987). Classroom reading miscue assessment. In Y. M. Goodman, D. J. Watson, & C. L. Burke, *Reading miscue inventory: Alternative procedures* (p. 43). New York: Richard C. Owen.
- 618--Dyson, A. H. (1981). Oral language: The rooting system for learning to write. *Language Arts*, 58(7), 776-84.
- 619--Dyson, A. H., & Genishi, C. (1982). Whatta ya tryin' to write?, *Language Arts*, 59(2), 126-32.
- 620--Flippo, R. (1998). Points of agreement: A display of professional unity in our field. *The Reading Teacher*, 52(1), 30-40.
- 621--Fox, C. (1986). Children thinking through story. *English in Education*, 20(3), 25-36.
- 622--Fulwiler, T. (1985). Writing and learning: Grade three, *Language Arts*, 62(1), 55-59.
- 623--Gentry, R. (1982). An analysis of developmental spelling development in GNYS AT WRK. *The Reading Teacher*, 36(2), 192-00.
- 624--Goodman, Y. (1974). I never read such a long story before. *English Journal*, 63(8), 65-71.
- 625--Goodman, Y. (1985). Kidwatching. In A. Jaggard & T. Smith-Burke (Eds.), *Observing the language learner* (pp. 9-18). Newark, DE: IRA/Urbana, IL: NCTE.
- 626--Graves, D. (1985). All children can write. *Learning Disabilities Focus*, 1, 36-43.
- 627--Haley-James, S. M., & Hobson, C. D. (1980). Interviewing: A means of encouraging the drive to communicate, *Language Arts*, 57(5), 497-502.
- 628--Hall, S., & Hall, C. (1984). It takes a lot of letters to spell "ERZ", *Language Arts*, 61(8), 822-28.
- 629--Hansen, J. (1992). Literacy portfolios: Helping students know themselves. *Educational Leadership*, 49(8), 66-68.
- 630--Harste, J. C., & Burke, C. L. (1977). A new hypothesis for reading teacher research: Both the *teaching* and the *learning* of reading are theoretically based. In P. D. Pearson (Ed.), *Reading: Theory, research, and practice*. Twenty-sixth yearbook of the National Reading Conference (pp. 32-40). Clemson, SC: NRC.
- 631--Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. *College English*, 47(2), 105-27.
- 632--Heit, M., & Blair, H. (1993). Language needs and characteristics of Saskatchewan Indian and Metis students: Implications for educators. In S. Morris, K. McLeod, & M. Danesi (Eds.), *Aboriginal languages and education: The Canadian experience* (pp. 103-28). Oakville, ON: Mosaic.
- 633--Hipple, M. L. (1985). Journal writing in kindergarten, *Language Arts*, 62(3), 255-61.
- 634--Huck, C. (1990). The power of children's literature in the classroom. In K. G. Short & K. Mitchell Pierce (Eds.), *Talking about books: Creating literate communities* (chapter 2; pages unknown). Portsmouth, NH: Heinemann.
- 635--Hurd, M. (1993). Minority-language children and French immersion: Additive multilingualism or subtractive semi-lingualism? *Revue canadienne des langues vivantes*, 49(3), 514-25.
- 636--Johns, J. (1975). Strategies for oral reading behavior. *Language Arts*, 52, 1104-13.
- 637--Johnson, T. D., Langford, K. G., & Quorn, K. C. (1981). Characteristics of an effective spelling program. *Language Arts*, 58(5), 581-88.

- 638--Lindquist, D. (1990). Inviting the literacy learner to engage in reading. In D. Stephens (Ed.), *What matters?: A primer for teaching reading* (pp.15-20). Portsmouth, NH: Heinemann.
- 639--Madura, S. (1995). The line and texture of aesthetic response: Primary children study authors and illustrators. *The Reading Teacher*, 49(2), 110-18.
- 640--Murphy, E., & Netten, J. (1993). Challenges for French first-language education in a minority setting. *Revue de l'ACLA*, 15(2), 85-98.
- 641--Newman, J., & Church, S. (1990). Myths of whole language. *The Reading Teacher*, 44(1), 20-26.
- 642--Norton, D. E. (1982). Using a webbing process to develop children's literature units. *Language Arts*, 59(4), 348-56.
- 643--Nussbaum, M. (1998). Exactly and responsibly: A defense of ethical criticism. *Philosophy and Literature*, 22(2), 343-365.
- 644--Pidgeon, S. (1994). Learning reading and learning gender. In M. Barrs & S. Pidgeon (Eds.), *Reading the difference: Gender and reading in elementary classrooms* (pp. 2-35). York, ME: Stenhouse.
- 645--Pinnell, G., & Jagger, A. (1991). Oral language: Speaking and listening in the classroom. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squires (Eds.), *Handbook of research on teaching the language arts* (pp. 691-720). New York: Macmillan.
- 646--Rhodes, L. K. (1981). I can read! Predictable books as resources for reading and writing instruction. *The Reading Teacher*, 34(5), 511-18.
- 647--Rhodes, L. K., & Nathenson-Mejia, S. (1992). Anecdotal records: A powerful tool for ongoing literacy assessment. *The Reading Teacher*, 45, 502-509.
- 648--Rosenshine, B., & Meister, C. (1992). The use of scaffolds for teaching higher-level cognitive strategies. *Educational Leadership*, 49(7), 26-33.
- 649--Sadow, M. W. (1982). The use of story grammar in the design of questions, *The Reading Teacher*, 35(5), 518-22.
- 650--Thorn, E. A. (1984). Reading and writing in the kindergarten program. In E. A. Thorn & J. M. Irwin, *Expressways language development program: Teacher's sourcebook* (pp.T9-T15). Toronto, ON: Gage.
- 651--Tway, E. (1980). How to find and encourage the nuggets in children's writing. *Language Arts*, 57(3), 299-304.
- 652--Valencia, S. (1990). A portfolio approach to classroom reading assessment: The whys, whats and hows. *The Reading Teacher*, 43(4), 338-40.
- 653--Vavrus, L. (1990). Put portfolios to the test. *Instructor*, 100(1), 48-53.
- 654--Walkerdine, V. (1994). A reading history. In M. Barrs & S. Pidgeon (Eds.), *Reading the difference: Gender and reading in elementary classrooms* (pp. 15-16). York, ME: Stenhouse.
- 655--Watson, D. (1985). Watching and listening to children read. In A. Jagger & M. T. Smith-Burke (Eds.), *Observing the language learner* (pp.115-128). Newark, DE: IRA/Urbana, IL: NCTE.
- 656--Weaver, C. (1982). Welcoming errors as signs of growth, *Language Arts*, 49(5), 438-44.
- 657--Wixson, K. K., Bosky, A. B., Yochum, M. N., & Alvermann, D. E. (1987). An interview for assessing students' perceptions of classroom reading tasks [Vacca & Vacca]. In Y. M. Goodman, D. J. Watson, & C. L. Burke, *Reading miscue inventory: Alternative procedures* (p. 15). New York: Richard C. Owen.

658--Wollman-Bonilla, J. F. (1989). Reading journals: Invitations to participate in literature. *The Reading Teacher*, 43,(2), 112-20.

659--Wright, L. (1994). Five-year-old writers in the ghostie house working with wooden spoons and letters: An account of writing as a complex sign system within the context of role play. *English in Education*, 28(3), 36-48.

660--Zacharias, M. E. (1991). The relationship between journal writing in education and thinking processes: What educators say about it. *Education*, 112(2), 265-270.

661--Zacharias, M. E. (1996). Author reading 25! *FreeLance*, 25(6), 23-25.

662--Zacharias, M. E. (1997). A word is a small thing, but then you just keep going and going: Writing in response to literature through circles of meaning. *English Quarterly*, 28(4)/29(1), 41-47.

663--Zutell, J. B., Jr. (1977). Teacher informed response to reader miscue. *Theory into Practice*, 16(5), 384-91.

To add items, use **Supplementary Codes Sheets--Supplementary English Articles Etc.**

Journals in English

664--*The Arithmetic Teacher/Teaching Children Mathematics*

665--*Canadian Children's Literature*

666--*Childhood Education*

667--*Children's Literature in Education*

668--*Educational Leadership*

669--*Elementary School Journal*

670--*English Journal*

671--*English Quarterly*

672--*Federation of Women Teachers' Associations of Ontario (FWTAO) Newsletter*

673--*Journal of Adolescent and Adult Literacy* (formerly *Journal of Reading*; code as same)

674--*Language Arts*

675--*Mathematics in School*

676--*Mathematics Teaching in the Middle School*

677--Orbit

678--Phi Delta Kappan

679--Primary Voices

680--Prime Areas

681--Reading Research Quarterly

682--The Reading Teacher

683--Teaching K-8

684--Voices from the Middle

685--Young Children

To add items, use **Supplementary Codes Sheets--Supplementary English Articles Etc.**

Articles in French

A listing of French abbreviations may be found at the end of the entire list of code numbers.

700--Allard, S. (1993). Les avantages de l'utilisation d'une approche fonctionnelle et bi-dialectale pour l'enseignement de la langue maternelle en milieu minoritaire. *Revue canadienne des langues vivantes*, 49(4), 760-69.

701--Allard, S. (1994). L'encadrement langagier au pré-scolaire : une intervention en situation bilingue et bidialectale. *Éducation et francophonie*, 22(3), 42-46.

702--Asselin, C. (1994). L'enseignement de la grammaire : quelques questions. Dans C. Préfontaine & G. Fortier (Éds.), *Enseigner le français,--Pour qui? Pourquoi? Comment?* (pp. 53-54). Montréal, QC: Éd. Logiques.

703--Aubin, D. (1991). L'objectivation. *Québec français*, 83, [pages unknown].

704--Beauchesne, Y. (1987). Pour donner le goût de lire plus. *Québec français*, 67, 16-19.

705--Beaudoin, I. (1997). Faire la lecture aux élèves : les styles et les rôles des enseignants. *Québec français*, 104, 22-25.

706--Bédard, D., & Turgeon, J. (1997). L'apprentissage de l'écrit selon la philosophie du langage intégré. [source unknown]

707--Bédard, D., & Turgeon, J. (1997). La cartographie sémantique : applications dans le contexte de la classe. [source unknown]

708--Bédard, D., & Turgeon, J. (1997). Genèse du langage écrit. [source unknown]

709--Bernard, R. (1997) Les contradictions fondamentales de l'école minoritaire. *Revue des sciences de l'éducation*, 23(3), 509-26.

710--Berrier, A. (1997). Quelques activités de lecture. *Québec français*, 104, 32-34.

711--Blain, S. (1995). Écrire et réviser avec ses pairs. [source unknown]

- 712--Boudreau, G. (1991). Écrire devant des élèves ou l'enseignante modèle scripteur. *Vie pédagogique*, 73, 44-47.
- 713--Boudreau, G. (1992a). Les processus cognitifs en production de textes au postsecondaire. Dans G.-R. Roy, L. Lafontaine, G. Boudreau, & R. Viau (Éds.), *Vers un triple regard sur le français écrit des étudiants de collèges et d'universités* (pp. 109-56). Sherbrooke, QC: Éd. du CRP.
- 714--Boudreau, A., & Dubois, L. (1991). L'insécurité linguistique comme entrave à l'apprentissage du français. *Bulletin de l'ACLA*. Actes du 22ème Colloque annuel tenu à l'Université McGill à Montréal à l'automne 1991, 13(2), 37-50.
- 715--Brassard, D. (1997). Lire, c'est cueillir : récit d'un marathon de lecture. *Vie pédagogique*, 102, 10-12.
- 716--Bru, M. (1987). Profils de variété didactique et apprentissage de la langue écrite au cours préparatoire. *Les dossiers de l'éducation*, 11-12, 111-25..
- 717--Cantin-Perrault, D., & Labelle, M. (1996). La conscience des parties du récit chez les enfants de la maternelle. *Vie pédagogique*, 98, 13-14.
- 718--Carrier, M., & Giasson, J. (1995). Les cadres de textes comme stratégie d'intervention. [source unknown]
- 719--Castonguay, S. (1983). Comment corriger? Une démarche d'intervention. *Liaisons*, 7(2), 11-14.
- 720--Cazabon, B. (1995). Vers un modèle holistique de la didactique du français langue maternelle. Dans B. Cazabon (Éd.), *Nots mots, à fleur de pays : les actes du 2e Congrès national* (pp. 79-98). Ottawa: ACREF.
- 721--Cazabon, B., & Leblanc-Rainville, S. (1997) L'éducation en français auprès de groupes minoritaires à travers le monde. *Revue des sciences de l'éducation*, 23(3), 481-720.
- 722--Chartrand, S.-G. (1993a). Les manuels favorisent-ils un apprentissage rigoureux de la syntaxe de la phrase? *Québec français*, 89, 47-9.
- 723--Chartrand, S.-G. (1993b). Pistes didactiques pour la compréhension et pour la production de discours argumentatifs écrits. *Revue de l'ACLA*, 15(1), 9-21.
- 724--Chartrand, S.-G. (1997). Le programme de français 1995. Un outil pour développer la compétence d'écriture au secondaire. *Québec français*, 105, 48-51.
- 725--Chartrand, S.-G., & Simard, C. (1996). La didactique du français : de la doxa à l'épistémè. *Bulletin de l'ACLA*. 18(1), 19-34.
- 726--Dehu, M. (1990). Recherche sur le processus d'écriture à l'école primaire. Dans J. Fijalkow (Éd.), *Décrire l'écriture* (p. 61-75). Toulouse, France: Presses universitaires du Mirail.
- 727--Debeurme, G. [n.d.]. Le dictionnaire à l'école. [source unknown]
- 728--Ditisheim, M. (1990). C'est en écrivant qu'on apprend à écrire. [source unknown]
- 729--Dubuisson, C., Emirkanian, L., & Boulanger, A. (1982). La performance de l'enfant du primaire dans les différents types de discours à l'oral. *Revue de l'association québécoise de linguistique*, 2(2), 57-72.
- 730--Ducard, D. (1995). Représentations, connaissances et didactique de l'orthographe. Dans D. Ducard, R. Honvault, & J. -P. Jaffré (Éds.), *L'orthographe en trois dimensions* [pages unknown]. Paris: Nathan.
- 731--Farid, G. (1983). Typologie des incorrections et analyse des erreurs d'orthographe. *Liaisons*, 7(2), 32-37.
- 732--Ferreiro, E. (1988). L'écriture avant la lettre. Dans H. Sinclair (Éd.), *La production de notations chez le jeune enfant* (pp. 16-70). Paris: PUF.

- 733--Ferreiro, E. (1990). Apprendre le lire-écrire. *Voies livre*, 40, [pages unknown].
- 734--Fijalkow, J., & Fijalkow, É. (1993). L'écriture provisoire des enfants au cycle des apprentissages : étude génétique. Dans G. Boudreau (Éd.), *Réussir dès l'entrée dans l'écrit* (pp. 103-34). Sherbrooke, QC: Éd. du CRP.
- 735--Gagné, G., Lazure, R., Ostiguy, L., & Laurencelle, L. (1992). L'enseignement et l'apprentissage du français oral soutenu à l'école primaire. *Repères-Essais en éducation*, 14, 57-93.
- 736--Gaouette, D. (1986). Vivre vraiment la communication orale : est-ce plus efficace que l'enseigner? *Québec français*, 61, 27-30.
- 737--Gaouette, D., & Tardif, J. (1986). Pourquoi les enfants ont-ils des difficultés de lecture au primaire? *Vié pédagogique*, 43, 41-46.
- 738--Garcia-Debanc, C. (1985). Intérêts des modèles du processus rédactionnel pour une pédagogie de l'écriture. *Repères*, 66, 23-49.
- 739--Garcia-Deband, C. (1986). Intérêt des processus rédactionnels pour une pédagogie de l'écriture. *Pratiques*, 49, 23-29.
- 740--Gervais, J. (1996). Didactique de la littérature-jeunesse : didactique du plaisir de lire. *Québec français*, 100, 48-50.
- 741--Girard, N. (1985). La lecture et l'écriture fonctionnelles au préscolaire. *Liaisons*, 9(2), 21-26.
- 742--Guillion, I. (1993). Les origines de l'écriture. [source unknown]
- 743--Heller, M. (1989) Variation dans l'emploi du français et de l'anglais par les élèves des écoles de langue française de Toronto. Dans R. Mougeon & É. Beniak (Éds.), *Le français canadien parlé hors Québec : aperçu sociolinguistique* (pp.153-168). Sainte-Foy, QC: PUL.
- 744--Jaffré, J.-P. (1987). Les jeunes enfants et la compétence alphabétique. *Les dossiers de l'éducation. L'entrée dans l'écrit*. Le Service de publications de l'Université Toulouse-Le Mirail, no. 11-12, 93-102.
- 745--Jaffré, J.-P., & Bessonat, D. (1993). Accord ou pas d'accord? Les chaînes morphologiques. *Pratiques*, 77, 25-42.
- 746--Lafontaine, L. (1988). Des exercices grammaticaux prématurés, délivrez-nous! *Enjeux*, 15, 7-28.
- 747--Landry, R., & Allard, R. (1989). Vitalité ethnolinguistique et diglossie. *Revue québécoise de linguistique théorique et appliquée*, 8(2), 73-101.
- 748--Langevin C. (1995). Ce dont l'apprenti scripteur a besoin. [source unknown]
- 749--Lazure, R. (1994). Planifier l'enseignement de l'oral : un dilemme perpétuel. *DFLM-La Lettre de l'association*, 15, 10-12.
- 750--Lefebvre, C. (1982). Le français parlé en milieu populaire. *Vie pédagogique*, 18, 12-15.
- 751--Legros, C. & Tochon, F. V. (1994). Une tentative d'intégration théorie/pratique au sein de la formation générale professionnelle des enseignants : une pièce en trois actes. *Spirale : revue de recherches en éducation*, 12, 175-196.
- 752--Lusignan, G. (1996). La coopération dans l'apprentissage de la langue au secondaire. *Québec français*, 103, 22-25.
- 753--Maheu, S.-A. (1996). Enseigner les schémas de récit : est-ce possible dès les premières années? *Québec français*, 100, 55-57.
- 754--Mercier, D., & Tochon, F. V. (1994). La formation professionnelle des enseignants dans la pensée des élèves, réfléchi par les stagiaires. *Spirale : revue de recherches en éducation*, 12, 9-37.

- 755--Milot, J. G. (1982). L'évaluation : une réalité à cerner. *Québec français*, 46, 54-58.
- 756--Nadeau, M. (1995a). Propositions pour améliorer le transfert des connaissances en orthographe grammaticale. *Québec français*, 99, 35-38.
- 757--Nadeau, M. (1995b). La réussite des accords grammaticaux au primaire, comment relever le défi? Dans S.-G. Chartrand (Éd.), *Pour un nouvel enseignement de la grammaire* (pp. 275-310). Montréal, QC: Logiques.
- 758--Nadeau, M. (1996). Identification des catégories et accord des mots : une expérimentation en 3^{ème} année primaire. *Repères*, 14, 141-159.
- 759--Nadon, Y. (1992). En bonne voie . . . vers la lecture. *Québec français*, 86, [pages unknown].
- 760--Niquet, G. (1991). Enseigner l'orthographe. Dans G. Niquet, *Enseigner le français. Pour qui? Comment?* (pp. 121-139). Paris: Hachette Éducation.
- 761--Noël-Gaudreault, M. (1996). L'approche communicative : une voie incontournable pour apprendre une langue. *Vie pédagogique*, 101, 21-23.
- 762--Ostiguy, L., & Gagné, G. (1992). La place de l'activité métalinguistique dans le développement de la langue orale. *Québec français*, 84, 45-50.
- 763--Othenin-Girard, C., & Weck, G. de (1988). Et si le savoir grammatical ne reflétait pas seulement l'enseignement reçu? *Le français d'aujourd'hui*, 83, 53-60.
- 764--Ouellette, L. M. (1989). L'orthographe en question ou question d'apprentissage de l'écrit? [source unknown]
- 765--Paradis, C. (1981). Variation linguistique. *Liaisons*, 5(3), 22-24.
- 766--Paré, A. (1971). Le manuel scolaire : un instrument bête et méchante. *Action pédagogique*, 17, [pages unknown]
- 767--Peytard, J. (1979). Les rapports du français écrit au français oral. *Recherche pédagogique : l'enseignement du français à l'école élémentaire, aspects linguistiques*, 46, 45-51.
- 768--Poulin, D. (1980). Grammaire traditionnelle et grammaire nouvelle. *Québec français*, 40, 29-32.
- 769--Primeau, G. (1980). L'orthographe au primaire : une démarche pratique. *Québec français*, 40, 22-28.
- 770--Primeau, G. (1981). Pourquoi les écoliers peuvent-ils ou ne peuvent-ils pas lire un texte? *Vie pédagogique*, 14, 19-23.
- 000--Romian, H. (1986). Pour une pédagogie de l'oral à l'école élémentaire. *Le français d'aujourd'hui*, 39. Use code 810
- 772--Roulet, E. (1991a). L'enseignement-apprentissage de la compétence discursive et l'analyse du discours. *Revue de l'ACLA*, 13(2), 7-22.
- 773--Roulet, E. (1991b). La pédagogie de l'oral en question(s). Dans M. Wirthner, D. Martin, & P. Perrenoud (Éds.), *Parole étouffée, parole libérée : fondements et limites d'une pédagogie de l'oral* (pp. 41-54). Neuchâtel, Suisse: Delachaux & Niestlé.
- 774--Roy, G.-R. (1983). Grammaire et besoin du scripteur. *Liaisons*, 7(2), 24-28.
- 775--Roy, G.-R. (1986). Les Sovac en action : une approche simplifiée en orthographe grammaticale. *Liaisons*, 10(3), 25-29.
- 776--Roy, G.-R. (1992). Répercussions fâcheuses de certaines interférences lecture-écriture en enseignement et apprentissage du français écrit. Dans C. Préfontaine & M. Lebrun (Éds.), *La lecture et l'écriture : enseignement et apprentissage* (pp. 31-46). Montréal, QC: Éd. Logiques.

- 777--Roy, G.-R. (1994). Du psittacisme grammaticale à une compréhension systématique du français écrit. Dans C. Préfontaine & G. Fortier (Éds.), *Enseigner le français—Pour qui? Pourquoi? Comment?* (pp. 58-66). Montréal, QC: Éd. Logiques.
- 778--Simard, C. (1993). Prolégomènes à la didactique. *Revue de l'ACLA*, 15(1), 59-74.
- 779--Simard, C. (1995a). Aspects normatifs de l'écriture : grammaire, orthographe et ponctuation. Dans L. Saint-Laurent, J. Giasson, C. Simard, J. J. Dionne, & E. Royer (Éds.), *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* (pp. 171-180). Boucherville, QC: Gaëtan Morin.
- 780--Simard, C. (1995b). Évaluation du savoir-écrire. Dans L. Saint-Laurent, J. Giasson, C. Simard, J. J. Dionne, & E. Royer (Éds.), *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* (pp. 181-187). Boucherville, QC: Gaëtan Morin.
- 781--Simard, C. (1995c). Éveil du goût d'écrire. Dans L. Saint-Laurent, J. Giasson, C. Simard, J. J. Dionne, & E. Royer (Éds.), *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* (pp. 145-150). Boucherville, QC: Gaëtan Morin.
- 782--Simard, C. (1995d). Examen d'une tradition scolaire : la dictée. Dans S.-G. Chartrand (Éd.), *Pour un nouvel enseignement de la grammaire* (pp. 329-367). Montréal, QC: Éd. Logiques.
- 783--Simard, C. (1995e). Fondements d'une didactique rénovée de l'écriture. Dans L. Saint-Laurent, J. Giasson, C. Simard, J. J. Dionne, & E. Royer (Éds.), *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* (pp. 123-144). Boucherville, QC: Gaëtan Morin.
- 784--Simard, C. (1995f). Initiation à l'ensemble du processus d'écriture. Dans L. Saint-Laurent, J. Giasson, C. Simard, J. J. Dionne, & E. Royer (Éds.), *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* (pp. 151-154). Boucherville, QC: Gaëtan Morin.
- 785--Simard, C. (1995g). Planification, mise en texte et révision. Dans L. Saint-Laurent, J. Giasson, C. Simard, J. J. Dionne, & E. Royer (Éds.), *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* (pp. 155-170). Boucherville, QC: Gaëtan Morin.
- 786--Simard, C. (1995h). Pour une approche transversale de la grammaire dans l'enseignement de la langue. *Québec français*, 99, 28-31.
- 787--Simard, C. (1996). Situer l'apprentissage de la langue dans un contexte large : regards sur l'enseignement de la langue «maternelle» d'aujourd'hui. *Vie pédagogique*, 101, 18-21.
- 788--Starets, M. (1986). Les attitudes des parents acadiens à l'égard du français et de l'anglais. *Revue canadienne des langues vivantes*, 42(4), 792-805.
- 789--Starets, M. (1988). Exercices comparés : français vernaculaire/français standard; application à l'acadien. *Revue canadienne des langues vivantes*, 44(2), 350-60.
- 790--Starets, M. (1990). Attitudes des élèves acadiens néo-écossais à l'égard du français et de l'anglais. *Revue des sciences de l'éducation*, 16(1), 55-75.
- 791--Tardif, J., & Gaouette, D. (1986a). Comment faciliter la lecture des lecteurs en difficultés? *Vie pédagogique*, 44, 12-16.
- 792--Tardif, J., & Gaouette, D. (1986b). Comment le lecteur en difficulté devrait-il utiliser ses connaissances antérieures? *Vie pédagogique*, 45, 4-8.

793--Théberge, R. & Lentz, F. (1990). L'enseignement de la langue maternelle aux francophones de milieux minoritaires au Canada. Dans G. Gagne, M. Pagé, & E. Tarrab (Éds.), *Didactique des langues maternelles : questions actuelles dans différentes régions du monde* (pp. 63-76). Montréal, QC: ÉRP.

794--Thériault, J. (1993). Faciliter l'émergence de l'écrit...c'est donner du pouvoir à l'enfant. Dans G. Boudreau (Éd.), *Réussir dès l'entrée dans l'écrit* (pp. 153-64). Sherbrooke, PQ: Éd. du CPR, Faculté d'Éducation, Université de Sherbrooke.

795--Tochon, F. (1989). La planification des objectifs : de l'organisation des performances au fonctionnement systémique. *Bildungsforschung und Bildungspraxis/ Education et recherche*, 11(1), 61-82.

796--Tochon, F. (1990). Didactique stratégique du français au secondaire. *Revue des sciences de l'éducation*, 16(2), 239-254.

797--Tochon, F. V. (1993). Les organisateurs didactiques dans l'enseignement stratégique de langue maternelle. Dans G. Gagné & A. C. Purves (Éds.), *Papers in mother tongue education 1* (pp. 207-221). New York: Waxmann.

798--Tochon, F. V. (1994). La poésie-action ou la post-modernité littéraire : pour une didaction de l'art langagier. *Études de linguistique appliquée*, 93, 49-61.

799--Tran, E. (1992). Le temps de lire. *Québec français*, 86, [page unknown]

800--Tremblay, G., & Demers, C. (1990). Au primaire : écrire et s'autocorriger. *Vie pédagogique*, 64, 19-26.

801--Turgeon, J., & Bédard, D. (1996). Modèles cognitifs de l'acte d'écriture. *Vie pédagogique*, 103, 9-13.

To add items, use **Supplementary Codes Sheets--Supplementary French Articles Etc.**

Journals in French

802--*Association de didactique du français langue maternelle*
[DFLM--La lettre de l'association]

803 Numéro spécial sur la didactique de l'orale, vol. 15

804--*Enjeux*

805 Enseigner le vocabulaire, no 26, 1992
806 La grammaire en question, no 28, 1993
807 L'orthographe autrement, no 34, 1995
808 Vers une didactique de l'oral no 39/40, 1996/1997

809--*Le français d'aujourd'hui*

810 no 39 Romian H.(1986) Pour une pédagogie de l'oral à l'école élémentaire

811--*Liaisons*

812 Dossier : Objectivation, évaluation, vol. 6 no 3, 1982
813 Dossier : Le matériel didactique, vol. 7 no 1, 1982
814 Dossier : Orthographe, grammaire et communication écrite, vol. 7, no 2, 1983
815 Dossier : L'expression écrite, vol. 7, no 3, 1983
816 Dossier : Le journal scolaire, vol. 8, no. 2, 1983

- 817 Dossier : La communication orale, vol. 9 no 3, 1985
- 818 Dossier : L'intégration, vol. 10, no 2, 1986
- 819 Dossier : L'orthographe; vol. 10, no 3, 1986

820--*Québec français*

- 821 Grammaire et orthographe, no 68, 1987
- 822 La communication écrite, no 78, 1990
- 823 L'étude de la langue, no 84, 1992
- 824 L'enseignement du vocabulaire, no 92, 1994
- 825 L'enseignement stratégique, no 96, 1995
- 826 Enseigner la grammaire, no 99, 1995
- 827 Écriture et créativité; numéro 101, 1996.

828--*Repères : revue de didactique du français*

- 829 No 17, 1998

830--*Vie pédagogique*

- 831 Dossier : Le français : une matière pas comme les autres; numéro 101, 1996.

832--*Vivre le primaire*

Codes for Government Documents

Items in this list are grouped by province; provinces are listed from west to east. For each province, major curriculum documents are listed first, followed by a list of supplementary documents. Whether dated or not, the items are listed in alphabetical order by titles. Unless otherwise indicated, items are corporately authored by the ministry of education in each province and are published in the capital city of the province by the ministry of education.

Western Provinces

Major Document:

845--*The common curriculum framework for English language arts, Kindergarten to grade 12.* ([Edmonton, AB]: Alberta Education [for the Western Canadian Protocol for Collaboration in Basic Education]). (1998).

British Columbia

Major Documents:

846--*Language arts instructional resources package.* (1994).

847--*Provincial curriculum guide (Integrated resource package for language arts) Prescribed learning outcomes (PLOS).* (1996)

Alberta

Major Documents:

848--*Junior high language arts curriculum guide.* (1987).

849--*Program of studies: Elementary schools.* (1998).

850--*Program of studies for English language arts K-9.* [n.d.].

851--*Senior high language arts curriculum guide.* (1982).

Supplementary Documents:

852--*Curriculum handbook for parents.* (1998).

853--*The diagnostic reading program.* (1986).

854--*Illustrative examples for English language arts K-3.* [n.d.]

855--*An integrated framework to enhance the quality of teaching in Alberta: A policy position paper.* (1996).

856--*Language learning component of the program of studies.* (1991).

Saskatchewan

Major Documents:

857--*English language arts: A curriculum guide for the elementary level.* (1997).

858--*English language arts: A curriculum guide for the middle level.* (1992).

Supplementary Documents:

859--*Policy for English language arts: Kindergarten to grade twelve: Summary paper.* (1989, June).

Manitoba

Major Documents:

860--*Foundations for implementation K-4.* (1998).

861--*Foundations for implementation 5-8.* (1998).

862--*Grade 5 to 8 English Language arts framework of outcomes and grade 6 standards.* (1996).

863--*Kindergarten to grade 4 English language arts framework of outcomes and grade 3 standards.* (1996).

Supplementary Documents:

864--*Success for all learners: A handbook on differentiating instruction.* (1996).

Ontario

Major Documents:

865--*The common curriculum: Policies and outcomes , grades 1-9.* (1995).

866--*The common curriculum: Provincial standards: Language, grades 1-9.* (1995)

867--*English curriculum guidelines: Intermediate and senior divisions (grades 7-12).* (1987)

868--*The Ontario curriculum, grades 1-8: The arts.* (1998).

869--*The Ontario curriculum, grades 1-8: Health and physical education.* (1998).

870--*The Ontario curriculum, grades 1-8: Language.* (1997).

871--*The Ontario curriculum, grades 1-8: Mathematics.*(1997).

872--*The Ontario curriculum, grades 1-8: Science and technology.* (1998).

873--*The Ontario curriculum, The kindergarten program.* (1998).

874--*The Ontario curriculum, social studies, grades 1-6 [part 1]/ History and geography, grades 7-8 [part 2].* (1998).

Supplementary Documents:

875--*Ages 9 through 12: A resource book for teachers.* (1986).

876--*Assessing language arts.* (1990).

877--*Assessment of special needs and abilities.* [n.d.].

878--*Basically right: English: Intermediate and senior divisions.*(1984).

879--*Behaviour resource guide.* (1986).

880--*Children with behaviour exceptionalities.* [n.d.].

881--*Children with communication exceptionalities.* (1979).

882--*Children with learning disabilities.* (1980).

883--*Children with mild intellectual handicaps.* (1979).

884--*Children with moderate and severe intellectual handicaps.* (1981).

885--*Curriculum management.* (1988).

886--*Drama in the formative years.* (D. Booth).(1984).

887--*English: A resource guide (Senior).* (1980).

888--*Focus on writing.* (1982).

889--*Gifted and talented children.* (1978).

890--*Growing with books: Children's literature in the formative years and beyond.* (1988).

891--*Handbook for teachers of students with learning disabilities.* (1986).

892--*Kindergarten.* (1998).

893--*Media literacy: Intermediate and senior divisions.* (1989).

894--*OAC [Ontario Academic Courses] examination handbook: Language and literature.* (1991) .

895--*Ontario Academic Courses: English: Senior division.* (1984).

896--*Partners in action: The library resource centre in the school curriculum.* (1982).

897--*The profile series.* (1987).

898--*Project wild.* Ministry of Natural Resources (1987).

899--*Shared discovery: Teaching and learning in the primary years.* (1985).

Quebec

Major Documents:

900--*Elementary language arts curriculum*. (1981).

901--*L'habileté à écrire. Instrument diagnostique. Première secondaire. Cheminements particuliers. Fascicule 3 : Pistes d'intervention*. (1988).

902--*Programme d'étude du français au primaire*. (1979).

903--*Programmes d'études adaptés - DÉFIS (Démarche éducative favorisant l'intégration sociale) - enseignement secondaire*. (1995).

904--*Programmes d'études adaptés - français, mathématiques, sciences humaines - enseignement primaire*. (1995).

905--*Programme d'études: Le français – enseignement primaire*. (1994).

906--*Programme d'études: Le français – enseignement secondaire*. (1995).

Supplementary Documents:

907--*L'adaptation de l'enseignement*. (1984).

908--*L'apprentissage, l'enseignement et les nouveaux programmes d'études*. (1984). 16-0000-08

909--*La communication orale au cours primaire*. (1981). 16-2411-15

910--*Le développement de la connaissance du code orthographique*. (1981). 16-2411-11

911--*Éléments de docimologie. L'évaluation formative*. (1984).

912--*Éléments de docimologie. L'évaluation pédagogique: une démarche*. (1984).

913--*Guide d'évaluation en classe*. (1986).

914--*Guide pédagogique - Préscolaire - Le langage au préscolaire* (1982). 16-1083

915--*Guide pédagogique - Primaire - Français 1re, 2e, 3e, années*. (1982). 16-2412

916--*Guide pédagogique - Primaire - Français 4e, 5e, 6e, années*. (1982). 16-2413

917--*Guide pédagogique - Primaire - Littérature de jeunesse*. (1981). 16-2410-03

918--*Le mode d'apprentissage retenu dans l'élaboration du programme*. (1981). 16-2411-01

919--*L'organisation de la classe à divisions multiples*. (1993).

920--*Programmes de formation de l'école québécoise*. (1999).

921--*Vers un bulletin scolaire renouvelé*. (1985).

Personally Authored Documents:

922--Bergeron, M., Boulianne, L. L., & Cronk, C. (1985). *Allô papa! Allô maman! Allô le monde! Communiquer avec l'enfant au cours de ses cinq premières années*. Québec, QC: MEQ.

923--Boulanger, A. (1994). *Le programme de français au primaire : la syntaxe et le lexique. Guide d'exploitation pédagogique* [ce document accompagne une cassette vidéo]. Québec, QC: MEQ.

924--Branca, S., Lebrun, M., & Pelchat, R. (1980). *Recherche sur l'acquisition de l'orthographe*. Québec, QC: MEQ.

925--Valiquette, J. (1979). *Les fonctions de la communication : Au coeur d'une didactique renouvelée de la langue maternelle*. Service de recherche et expérimentation pédagogique, Québec, QC: MEQ.

Atlantic Provinces

Major Document:

926--Atlantic Provinces Education Foundation (APEF) documents (each province has a variation of these documents)

New Brunswick

Major Documents:

927--*Atlantic Canada English language arts curriculum: Elementary K-3*. (1998)

928--*Atlantic Canada English language arts curriculum: Elementary 4-6*. (1998)

929--*Atlantic Canada English language arts curriculum: Middle level 6-8*. (1998)

930--*English language arts foundation*. [n.d.]

Nova Scotia

Major Documents:

931--*Atlantic Canada English language arts curriculum, P-3*. (1997)

932--*Atlantic Canada English language arts curriculum, 4-6*. (1998)

933--*Programme de français: Maternelle à 6e année*. Nouvelle-Écosse. (1988).

934--*Programmes de français: 7ème, 8ème et 9ème années..* (Sous presse).

935--*Le système scolaire pour élèves acadiens et francophones en Nouvelle-Écosse : tableau de la situation actuelle*. (1996).

Prince Edward Island

Major Documents:

936--*Atlantic Provinces Education Foundation: Foundation document.* [n.d.]

937--*Atlantic Provinces Education Foundation: Entry to 3 curriculum document.* [n.d.]

(both via www2.gov.pe.ca/educ/publications/apef/asp)

Newfoundland

938--*Foundation for the Atlantic Canada English language arts program.* (1997)

English Abbreviations Used

ASCD	Association for Supervision and Curriculum Development.
CEL	Child-centred Experience-based Learning
FWTAO	Federation of Women Teachers' Associations of Ontario
IRA	International Reading Association
ITP/Nelson	International Thomson Publishing/Nelson
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
OAME	Ontario Association for Mathematics Education
OISE	Ontario Institute for Studies in Education
OMCA	Ontario Mathematics Coordinators Association

French Abbreviations Used

ACFAS Association canadienne-française pour l'avancement des sciences

ACLA	Association canadienne de linguistique appliquée
ACREF	Alliance canadienne des responsables et des enseignantes et des enseignants en français langue maternelle
CEC	Centre éducatif et culturel
CECM	Commission des écoles catholiques de Montréal
CEDIC	Centre d'études des interactions culturelles
CRIRES	Centre de recherche et d'intervention sur la réussite scolaire
CRP	Centre de ressources pédagogiques (U. de Sherbrooke)
ERPI	Éditions du renouveau pédagogique, inc.
INRP	Institut national de recherche pédagogique
MEQ	Ministère de l'éducation
PPMF	Programme de perfectionnement des maîtres de français (at various universities)
PUF	Presses universitaires de France
PUL	Presses de l'Université Laval.
SNL	Société du Nouveau Littré

To add items, use **Supplementary Codes Sheets**.

Appendix G

Secondary Coding Instruments

Main Coding Instrument–Short Form

Identification and Location Coding Sheet

Main Coding Instrument Supplementary Codes Sheets

Textual Materials Coding Sheets

Textual Materials Supplementary Codes Sheets

Computer Coding Transfer Sheets

**A Description of Elementary Language Arts Curriculum and Instruction
in Canadian Preservice Teacher Education**

Main Coding Instrument–Short Form

MAIN CODING INSTRUMENT-SHORT FORM

This short form is for use if instructor information and syllabus information for a parallel section of this course have already been coded.

Coding start time: _____

Information for this syllabus has already been collected on the **Identification and Location Coding Sheet**

Identification Numbers

015 IN# _____

016 S# _____

In coding transfer, use data from:

IN# _____

and

S# _____

Notes Concerning Parallel Syllabi and Syllabi of Multiple Instructors

Coded by: _____

Coding date: _____

Starting time: _____ Ending time: _____

Coding time required: _____

Identification and Location Coding Sheet

Coding start time _____

015 Instructor Number (IN #) _____

COURSE # _____

016 Syllabus Number (S #) _____

SECTION # _____

COURSE TITLE: _____

017 Email Address in Survey YES 1 NO 2

018 Email Address in Syllabus YES 1 NO 2

Location

019 Institution Number _____

01 Malaspina-BC
02 Univ Coll of Cariboo-BC
03 U British Columbia-BC
04 Simon Fraser University-BC
05 U Victoria-BC
06 Trinity Western Univ-BC
07 University of Alberta-AB
08 U Alta-Fac St. Jean-AB
09 University of Calgary-AB
10 Univ of Lethbridge-AB
11 University of Regina-SK
12 U Saskatchewan-SK
13 Brandon University-MB
14 Coll univ de St-Boniface-MB
15 Univ of Manitoba-MB
16 Univ of Winnipeg-MB

17 Brock University-ON
18 Lakehead University-ON
19 Laurentian Univ-ON
20 Univ Laurentienne-ON
21 Nipissing University-ON
22 OISE of U Toronto-ON
23 University of Ottawa-ON
24 Univ de Ottawa-ON
25 Queen's University-ON
26 Trent University-ON
27 University of Waterloo-ON
28 U Western Ontario-ON
29 Univ of Windsor-ON
30 York University-ON
31 Bishop's University-QC
32 Concordia University-QC
33 Université Laval-QC
34 McGill University-QC
35 Univ de Montréal-QC

36 UQAbitibiTémiscamingue-QC
37 UQACHicoutimi-QC
38 UQAHull-QC
39 UQAMontréal-QC
40 UQARimouski-QC
41 UQATrois-Riv-QC
42 Univ de Sherbrooke-QC

43 Univ de Moncton-NB
44 Univ New Brunswick-NB
45 St. Thomas Univ-NB
46 Acadia University-NS
47 Mt St. Vincent Univ-NS
48 Université Ste-Anne-NS
49 St. Francis Xavier U-NS
50 U Prince Edward Island-PE
51 Memorial U of Nfld-NF

020 Province

BC AB SK MB
1 2 3 4

ON QC
5 6

NB NS PE NF
7 8 9 10

021 Region

WEST
1

CENT
2

EAST
3

Coded by: _____

Coding date: _____

Starting time: _____ Ending time: _____ Coding time required (this document): _____

Record total time on last page of Main Coding Instrument.

Main Coding Instrument Supplementary Codes Sheets

Extra Institution Codes

List here all foreign institutions and any Canadian institution named on p. 2 (Source of Highest Degree) of the Main Coding Instrument--Long Form. but not listed in Coding Guidelines.

471	_____	481	_____
472	_____	482	_____
473	_____	483	_____
474	_____	484	_____
475	_____	485	_____
476	_____	486	_____
477	_____	487	_____
478	_____	488	_____
479	_____	489	_____
480	_____	490	_____

In-Class Activities in which Pre-Service Teachers Engage

List here all activities written in as Other on p. 17 of the Main Coding Instrument--Long Form.

155	_____	171	_____
156	_____	172	_____
157	_____	173	_____
158	_____	174	_____
159	_____	175	_____
160	_____	176	_____
161	_____	177	_____
162	_____	178	_____
163	_____	179	_____
164	_____	180	_____
165	_____	181	_____
166	_____	182	_____
167	_____	183	_____
168	_____	184	_____
169	_____	185	_____
170	_____		

Topics in University Teaching—Part 1

List here all topics written in as Other on p. 23 of the Main Coding Instrument--Long Form.

333	_____	347	_____
334	_____	348	_____
335	_____	349	_____
336	_____	350	_____
337	_____	351	_____
338	_____	352	_____
339	_____	353	_____
340	_____	354	_____
341	_____	355	_____
342	_____	356	_____
343	_____	357	_____
344	_____	358	_____
345	_____	359	_____
346	_____	360	_____

Topics in University Teaching—Part 2

List here all topics written in as Other on p. 23 of the Main Coding Instrument--Long Form.

500	_____	514	_____
501	_____	515	_____
502	_____	516	_____
503	_____	517	_____
504	_____	518	_____
505	_____	519	_____
506	_____	520	_____
507	_____	521	_____
508	_____	522	_____
509	_____	523	_____
510	_____	524	_____
511	_____	525	_____
512	_____	526	_____
513	_____	527	_____

Topics in University Teaching--Part 3

List here all topics written in as Other on p. 23 of the Main Coding Instrument--Long Form.

528 _____

542 _____

529 _____

543 _____

530 _____

544 _____

531 _____

545 _____

532 _____

546 _____

533 _____

547 _____

534 _____

548 _____

535 _____

549 _____

536 _____

550 _____

537 _____

551 _____

538 _____

552 _____

539 _____

553 _____

540 _____

554 _____

541 _____

555 _____

Topics in University Teaching--Part 4

List here all topics written in as Other on p. 23 of the Main Coding Instrument--Long Form.

556	_____	570	_____
557	_____	570	_____
558	_____	572	_____
559	_____	573	_____
560	_____	574	_____
561	_____	575	_____
562	_____	576	_____
563	_____	577	_____
564	_____	578	_____
565	_____	579	_____
566	_____	580	_____
567	_____	581	_____
568	_____	582	_____
569	_____	583	_____

Topics in University Teaching--Part 5

List here all topics written in as Other on p. 23 of the Main Coding Instrument--Long Form.

584	_____	592	_____
585	_____	593	_____
586	_____	594	_____
587	_____	595	_____
588	_____	596	_____
589	_____	597	_____
590	_____	598	_____
591	_____	599	_____

Specific Assignments/Assessment Activities

List here all assessment activities written in as Other on p.29 of the Main Coding Instrument--Long Form.

402	_____	416	_____
403	_____	417	_____
404	_____	418	_____
405	_____	419	_____
406	_____	420	_____
407	_____	421	_____
408	_____	422	_____
409	_____	423	_____
410	_____	424	_____
411	_____	425	_____
412	_____	426	_____
413	_____	427	_____
414	_____	428	_____
415	_____	429	_____

Assessment of Preservice Teachers' Knowledge, Skills--Part 1

List here all abilities etc written in as Other on pages 30 & 31 of the Main Coding Instrument--Long Form.

450	_____	456	_____
451	_____	457	_____
452	_____	458	_____
453	_____	459	_____
454	_____	460	_____
455	_____		

Assessment of Preservice Teachers' Knowledge, Skills--Part 2

List here all abilities etc written in as Other on pages 30 & 31 of the Main Coding Instrument--Long Form.

600	_____	606	_____
601	_____	607	_____
602	_____	608	_____
603	_____	609	_____
604	_____	610	_____
605	_____		

Textual Materials Coding Sheets

IN# _____ S# _____

This document may be completed during coding to supplement MCI Section 6 – Readings. When completed, check off the box labelled “Check here if a TMCS has been completed” at the end of Section 6, as well as the box on the last page of the MCI.

Books in English

- | | | |
|--|--|--|
| <input type="checkbox"/> 001--Adams | <input type="checkbox"/> 018--Barchers | <input type="checkbox"/> 035--Bosak |
| <input type="checkbox"/> 002--Alvermann & Phelps | <input type="checkbox"/> 019--Barrs & Thomas | <input type="checkbox"/> 036--Braxton et al. |
| <input type="checkbox"/> 003--Anderson & Lapp | <input type="checkbox"/> 020--Barton | <input type="checkbox"/> 037--Bright |
| <input type="checkbox"/> 004--Andrews | <input type="checkbox"/> 021--Bates & Keirse | <input type="checkbox"/> 038--Britzman |
| <input type="checkbox"/> 005--Andrini | <input type="checkbox"/> 022--Beach & Marshall | <input type="checkbox"/> 039--Bromley (1993) |
| <input type="checkbox"/> 006--Anthony et al. | <input type="checkbox"/> 023--Bean & Bouffler | <input type="checkbox"/> 040--Bromley (1998) |
| <input type="checkbox"/> 007--Applebee (1974) | <input type="checkbox"/> 024--Beck et al. | <input type="checkbox"/> 041--Bromley et al. |
| <input type="checkbox"/> 008--Applebee (1984) | <input type="checkbox"/> 025--Bennett et al. | <input type="checkbox"/> 042--Brooks & Brooks |
| <input type="checkbox"/> 009--Atwell (1987) | <input type="checkbox"/> 026--Beyer | <input type="checkbox"/> 043--Buchanan (1980) |
| <input type="checkbox"/> 010--Atwell (1998) | <input type="checkbox"/> 027--Bigelow et al. | <input type="checkbox"/> 044--Buchanan (1989) |
| <input type="checkbox"/> 011--Au | <input type="checkbox"/> 028--Bissex | <input type="checkbox"/> 045--Buchanan & Stout |
| <input type="checkbox"/> 012--Austin | <input type="checkbox"/> 029--Bissex & Bullock | <input type="checkbox"/> 046--Buerke |
| <input type="checkbox"/> 013--Avery | <input type="checkbox"/> 030--Booth (1994a) | <input type="checkbox"/> 047--Bushman & Bushman (1986) |
| <input type="checkbox"/> 014--Ayers | <input type="checkbox"/> 031--Booth (1994b) | <input type="checkbox"/> 048--Bushman & Bushman (1993) |
| <input type="checkbox"/> 015--Bachman | <input type="checkbox"/> 032--Booth (1996) | <input type="checkbox"/> 049--Calkins (1983) |
| <input type="checkbox"/> 016--Baer | <input type="checkbox"/> 033--Booth et al. | <input type="checkbox"/> 050--Calkins (1986) |
| <input type="checkbox"/> 017--Banks & Banks | <input type="checkbox"/> 034--Booth & Lundy | <input type="checkbox"/> 051--Calkins (1994) |

- | | | |
|---|--|--|
| <input type="checkbox"/> 052--Calkins & Harwayne | <input type="checkbox"/> 071--Clay (1985) | <input type="checkbox"/> 092--Cunningham et al. |
| <input type="checkbox"/> 053--Cambourne | <input type="checkbox"/> 072--Clay (1991) | <input type="checkbox"/> 093--Daniels |
| <input type="checkbox"/> 054--Campbell Hill et al. | <input type="checkbox"/> 073--Clay (1993a) | <input type="checkbox"/> 094--Davies et al. |
| <input type="checkbox"/> 055--CampbellHill & Ruptic | <input type="checkbox"/> 074--Clay (1993b) | <input type="checkbox"/> 095--Dawe |
| <input type="checkbox"/> 056--Canfield & Hansen | <input type="checkbox"/> 075--Combs (1996) | <input type="checkbox"/> 096--Day |
| <input type="checkbox"/> 057--Carroll (1993) | <input type="checkbox"/> 076--Combs(1997) | <input type="checkbox"/> 097--Delpit |
| <input type="checkbox"/> 058--Carter (1982) | <input type="checkbox"/> 077--Conley | <input type="checkbox"/> 098--Depree & Iversen |
| <input type="checkbox"/> 059--Carter (1985) | <input type="checkbox"/> 078--Cooney | <input type="checkbox"/> 099--Dixon-Krauss |
| <input type="checkbox"/> 060--Cathcart et al. | <input type="checkbox"/> 079--Cooper, C. R. | <input type="checkbox"/> 100--Donoghue |
| <input type="checkbox"/> 061--Cecil | <input type="checkbox"/> 080--Cooper, J. D. | <input type="checkbox"/> 101--Donovan& McClelland |
| <input type="checkbox"/> 062--Chall | <input type="checkbox"/> 081--Cox | <input type="checkbox"/> 102--Dorn et al. |
| <input type="checkbox"/> 063--Chambers & Harvey | <input type="checkbox"/> 082--Crafton | <input type="checkbox"/> 103--DudleyMarling & Searle |
| <input type="checkbox"/> 064--Chapman | <input type="checkbox"/> 083--Crawford | <input type="checkbox"/> 104--Duffy & Roehler |
| <input type="checkbox"/> 065--Cheek et al. | <input type="checkbox"/> 084--Crowhurst | <input type="checkbox"/> 105--Dunn |
| <input type="checkbox"/> 066--Cheschire et al. | <input type="checkbox"/> 085--Crystal (1994) | <input type="checkbox"/> 106--Durkin |
| <input type="checkbox"/> 067--Cihak | <input type="checkbox"/> 086--Crystal (1995) | <input type="checkbox"/> 107--Dwyer |
| <input type="checkbox"/> 068--Claggett et al. (1996a) | <input type="checkbox"/> 087--Cullinen (1990) | <input type="checkbox"/> 108--Dyson |
| <input type="checkbox"/> 069--Claggett et al. (1996b) | <input type="checkbox"/> 088--Cullinen (1992) | <input type="checkbox"/> 109--Earl & Cousins |
| <input type="checkbox"/> 070--Clark | <input type="checkbox"/> 089--Cunningham | <input type="checkbox"/> 110--Ebenezer & Connor |
| | <input type="checkbox"/> 090--Cunn. & Allington (1994) | <input type="checkbox"/> 111--Eby & Kujawa |
| | <input type="checkbox"/> 091--Cunn. & Allington (1999) | |

- | | | |
|---|--|--|
| <input type="checkbox"/> 112--Edelsky et al. | <input type="checkbox"/> 130--Flower | <input type="checkbox"/> 150--Goodman,
Goodman & Hood
(1989a) |
| <input type="checkbox"/> 113--Edwards &
Malicky | <input type="checkbox"/> 131--Fountas &
Pinnell | <input type="checkbox"/> 151--Goodman,
Goodman & Hood
(1989b) |
| <input type="checkbox"/> 114--Elliot & Kenney | <input type="checkbox"/> 132--Fowler | <input type="checkbox"/> 152--Goodman,
Shannon, Freeman
& Murphy |
| <input type="checkbox"/> 115--Farr & Tone | <input type="checkbox"/> 133--Froese (1994) | <input type="checkbox"/> 153--Goodman,
Smith, Meredith &
Goodman |
| <input type="checkbox"/> 116--Farris | <input type="checkbox"/> 134--Froese (1997) | <input type="checkbox"/> 154--Gough & Griffiths |
| <input type="checkbox"/> 117- FWTAO | <input type="checkbox"/> 135--Galda et al. | <input type="checkbox"/> 155--Graves (1983) |
| <input type="checkbox"/> 118--Feldman | <input type="checkbox"/> 136--Gallas | <input type="checkbox"/> 156--Graves (1989a) |
| <input type="checkbox"/> 119--Ferreiro &
Teberosky | <input type="checkbox"/> 137--Gamberg et al. | <input type="checkbox"/> 157--Graves (1989b) |
| <input type="checkbox"/> 120--First Steps
(1994a) | <input type="checkbox"/> 138--Gambrell &
Almasi | <input type="checkbox"/> 158--Graves (1990) |
| <input type="checkbox"/> 121--First Steps
(1994b) | <input type="checkbox"/> 139--Garton & Pratt | <input type="checkbox"/> 159--Graves (1991) |
| <input type="checkbox"/> 122--First Steps
(1994c) | <input type="checkbox"/> 140--Gentile | <input type="checkbox"/> 160--Graves (1994) |
| <input type="checkbox"/> 123--First Steps
(1994d) | <input type="checkbox"/> 141--Gentry (1987) | <input type="checkbox"/> 161--Graves et al. |
| <input type="checkbox"/> 124--First Steps
(1994e) | <input type="checkbox"/> 142--Gentry (1996) | <input type="checkbox"/> 162--Griffiths & Clyne |
| <input type="checkbox"/> 125--First Steps
(1994f) | <input type="checkbox"/> 143--Gentry & Gillet | <input type="checkbox"/> 163--Gunning |
| <input type="checkbox"/> 126--First Steps
(1994g) | <input type="checkbox"/> 144--Ghosh | <input type="checkbox"/> 164--Hall |
| <input type="checkbox"/> 127--Fisher (1991) | <input type="checkbox"/> 145--Gipe | <input type="checkbox"/> 165--Hall & Robinson |
| <input type="checkbox"/> 128--Fisher (1995) | <input type="checkbox"/> 146--Glazer & Brown | <input type="checkbox"/> 166--Halliday |
| <input type="checkbox"/> 129--Fletcher | <input type="checkbox"/> 147--Goodman (1986) | <input type="checkbox"/> 167--Hansen et al. |
| | <input type="checkbox"/> 148--Goodman (1993) | <input type="checkbox"/> 168--Harp & Brewer |
| | <input type="checkbox"/> 149--Goodman, Bird &
Goodman | |

- | | | |
|---|---|--|
| <input type="checkbox"/> 169--Harris | <input type="checkbox"/> 187--Hughes & Searle | <input type="checkbox"/> 208--Lipa et al. |
| <input type="checkbox"/> 170--Harste et al.
(1984) | <input type="checkbox"/> 188--Hunkin | <input type="checkbox"/> 209--Lofland &
Lofland |
| <input type="checkbox"/> 171--Harste et al.
(1988) | <input type="checkbox"/> 189--Irvin | <input type="checkbox"/> 210--Logan & Logan |
| <input type="checkbox"/> 172--Hart-Hewins &
Wells | <input type="checkbox"/> 190--Isaacs & Brodine | <input type="checkbox"/> 211--Lortie |
| <input type="checkbox"/> 173--Heard | <input type="checkbox"/> 191--Jackson | <input type="checkbox"/> 212--Lundsteen |
| <input type="checkbox"/> 174--Heath | <input type="checkbox"/> 192--Jalongo | <input type="checkbox"/> 213--Lynch |
| <input type="checkbox"/> 175--Heilman et al. | <input type="checkbox"/> 193--Jeffrey &
Prentice | <input type="checkbox"/> 214--Manzo & Manzo |
| <input type="checkbox"/> 176--Hennings | <input type="checkbox"/> 194--Jobe & Hart | <input type="checkbox"/> 215--Martin |
| <input type="checkbox"/> 177--Hewitt | <input type="checkbox"/> 195--Kagan | <input type="checkbox"/> 216--May |
| <input type="checkbox"/> 178--Hiebert &
Raphael | <input type="checkbox"/> 196--Karlit | <input type="checkbox"/> 217--McCabe &
Rhoades |
| <input type="checkbox"/> 179--Hill & Hancock | <input type="checkbox"/> 197--Kezwer | <input type="checkbox"/> 218--McCown et al. |
| <input type="checkbox"/> 180--Hillman | <input type="checkbox"/> 198--Kirchner &
Fishburne | <input type="checkbox"/> 219--McIntyre &
Pressley |
| <input type="checkbox"/> 181--Hope et al.
(1987a) | <input type="checkbox"/> 199--Klein | <input type="checkbox"/> 220--McKim &
Steinbergh |
| <input type="checkbox"/> 182--Hope et al.
(1987b) | <input type="checkbox"/> 200--Labinowitz | <input type="checkbox"/> 221--Meinbach et al. |
| <input type="checkbox"/> 183--Hoskisson &
Tompkins | <input type="checkbox"/> 201--Laminack &
Wood | <input type="checkbox"/> 222--Mills et al. |
| <input type="checkbox"/> 184--Hostetler | <input type="checkbox"/> 202--Landsberg | <input type="checkbox"/> 223--Murray (1982) |
| <input type="checkbox"/> 185--Huck et al.
(1987) | <input type="checkbox"/> 203--Lane | <input type="checkbox"/> 224--Murray (1984) |
| <input type="checkbox"/> 186--Huck et al.
(1993) | <input type="checkbox"/> 204--Larrick | <input type="checkbox"/> 225--NCTM (1975) |
| | <input type="checkbox"/> 205--Laughlin | <input type="checkbox"/> 226--NCTM (1984) |
| | <input type="checkbox"/> 206--Lauritzen &
Jaeger | <input type="checkbox"/> 227--NCTM (1995) |
| | <input type="checkbox"/> 207--Leu & Kinzer | <input type="checkbox"/> 228--Nessel et al. |

- | | | |
|--|---|---|
| <input type="checkbox"/> 229--NZ Ministry of Educ. | <input type="checkbox"/> 250--Postman | <input type="checkbox"/> 269--Rief |
| <input type="checkbox"/> 230--Newman | <input type="checkbox"/> 251--Powell | <input type="checkbox"/> 270--Robinson et al. |
| <input type="checkbox"/> 231--Nodelman | <input type="checkbox"/> 252--Powell & Hornsby | <input type="checkbox"/> 271--Roblyer et al. |
| <input type="checkbox"/> 232--Norris & Boucher | <input type="checkbox"/> 253--Preece & Cowden | <input type="checkbox"/> 272--Ross & Roe |
| <input type="checkbox"/> 233--Norton (1991) | <input type="checkbox"/> 254--Proett & Gill | <input type="checkbox"/> 273--Routman (1994) |
| <input type="checkbox"/> 234--Norton (1993) | <input type="checkbox"/> 255--Purves et al. | <input type="checkbox"/> 274--Routman (1996) |
| <input type="checkbox"/> 235--Norton (1995) | <input type="checkbox"/> 256--Raines & Canady | <input type="checkbox"/> 275--Rubin |
| <input type="checkbox"/> 236--Olson et al. | <input type="checkbox"/> 257--Rasinski & Padak | <input type="checkbox"/> 276--Ruddell |
| <input type="checkbox"/> 237--Olson | <input type="checkbox"/> 258--Reyes et al. | <input type="checkbox"/> 277--Sagor |
| <input type="checkbox"/> 238--OAME & OMCA | <input type="checkbox"/> 259--Rhodes (19__) | <input type="checkbox"/> 278--Saldana |
| <input type="checkbox"/> 239--OAME & OMCA | <input type="checkbox"/> 260--Rhodes (1993) | <input type="checkbox"/> 279--Salinger |
| <input type="checkbox"/> 240--Palmer | <input type="checkbox"/> 261--Rhodes & Dudley-Marling | <input type="checkbox"/> 280--Sampson et al. |
| <input type="checkbox"/> 241--Pappas et al. | <input type="checkbox"/> 262--Rhodes & Dudley-Marling | <input type="checkbox"/> 281--Savage |
| <input type="checkbox"/> 242--Pappas | <input type="checkbox"/> 263--Rhodes & Shanklin | <input type="checkbox"/> 282--Sawyer & Comer |
| <input type="checkbox"/> 243--Pearl & Wilson | <input type="checkbox"/> 264--Rich & Gambell | <input type="checkbox"/> 283--Scarcella & Oxford |
| <input type="checkbox"/> 244--Perry & Fraser | <input type="checkbox"/> 265--Richards | <input type="checkbox"/> 284--Schickedanz et al. (1983) |
| <input type="checkbox"/> 245--Peterson & Eeds | <input type="checkbox"/> 266--Richards et al. | <input type="checkbox"/> 285--Schickedanz et al.(1990) |
| <input type="checkbox"/> 246--Phenix & Scott-Dunn | <input type="checkbox"/> 267--Richardson & Morgan | <input type="checkbox"/> 286--Schwartz |
| <input type="checkbox"/> 247--Piccirilli | <input type="checkbox"/> 268--Richardson | <input type="checkbox"/> 287--Schwartz & Bone |
| <input type="checkbox"/> 248--Pike & Selby | | <input type="checkbox"/> 288--Schwartz & Pollishuke |
| <input type="checkbox"/> 249--Possien | | <input type="checkbox"/> 289--Scott |

- | | | |
|---|--|---|
| <input type="checkbox"/> 290--Scott & Siamon | <input type="checkbox"/> 310--Strickland & Morrow | <input type="checkbox"/> 330--Tompkins (1998a) |
| <input type="checkbox"/> 291--Shearer & Homan | <input type="checkbox"/> 311--Stringer | <input type="checkbox"/> 331--Tompkins (1998b) |
| <input type="checkbox"/> 292--Short, Harste & Burke | <input type="checkbox"/> 312--Swartz (1993) | <input type="checkbox"/> 332--Tompkins et al. |
| <input type="checkbox"/> 293--Short & Pierce | <input type="checkbox"/> 313--Swartz (1995) | <input type="checkbox"/> 333--Tompkins & Hoskisson (1991) |
| <input type="checkbox"/> 294--Short et al. | <input type="checkbox"/> 314--Swenson | <input type="checkbox"/> 334--Tompkins & Hoskisson (1995) |
| <input type="checkbox"/> 295--Slaughter | <input type="checkbox"/> 315--Taylor | <input type="checkbox"/> 335--Tompkins & McGee |
| <input type="checkbox"/> 296--Smith (1981) | <input type="checkbox"/> 316--Taylor&Dorsey-Gaines | <input type="checkbox"/> 336--Toronto Dist. Schl Board |
| <input type="checkbox"/> 297--Smith (1982) | <input type="checkbox"/> 317--Teale & Sulzby | <input type="checkbox"/> 337--Trelease |
| <input type="checkbox"/> 298--Smith (1985) | <input type="checkbox"/> 318--Temple & Gillet (1984) | <input type="checkbox"/> 338--Vacca & Vacca (1996) |
| <input type="checkbox"/> 299--Smith (1988) | <input type="checkbox"/> 319--Temple & Gillet (1996) | <input type="checkbox"/> 339--Vacca & Vacca (1998) |
| <input type="checkbox"/> 300--Spandel & Stiggins | <input type="checkbox"/> 320--Temple et al. (1992) | <input type="checkbox"/> 340--Vacca et al. |
| <input type="checkbox"/> 301--Stauffer | <input type="checkbox"/> 321--Temple et al. (1998) | <input type="checkbox"/> 341--Valencia |
| <input type="checkbox"/> 302--Stenmark | <input type="checkbox"/> 322--Templeton | <input type="checkbox"/> 342--Van de Walle (1994) |
| <input type="checkbox"/> 303--Stenmark et al. | <input type="checkbox"/> 323--Thomas | <input type="checkbox"/> 343--Van de Walle (1998) |
| <input type="checkbox"/> 304--Stevenson & Carr | <input type="checkbox"/> 324--Thompson | <input type="checkbox"/> 344--VanderMeer& Gardner |
| <input type="checkbox"/> 305--Stewig & Simpson | <input type="checkbox"/> 325--Tiedt & Tiedt | <input type="checkbox"/> 345--Victor & Kellough |
| <input type="checkbox"/> 306--Stice et al. | <input type="checkbox"/> 326--Tierney et al. | <input type="checkbox"/> 346--Vordman |
| <input type="checkbox"/> 307--Stires | <input type="checkbox"/> 327--Tombari & Borich | |
| <input type="checkbox"/> 308--Stoodt | <input type="checkbox"/> 328--Tompkins (1994) | |
| <input type="checkbox"/> 309--Strickland | <input type="checkbox"/> 329--Tompkins (1997) | |

<input type="checkbox"/> 347--Vygotsky	<input type="checkbox"/> 364--Yellin & Blake	<input type="checkbox"/> 377-- _____
<input type="checkbox"/> 348--Ward	<input type="checkbox"/> 365--Yopp & Yopp	<input type="checkbox"/> 378-- _____
<input type="checkbox"/> 349--Wasserman Ivany(1988)	<input type="checkbox"/> 366--Zaslavsky	<input type="checkbox"/> 379-- _____
<input type="checkbox"/> 350--Wasserman Ivany(1996)	<input type="checkbox"/> 367--Zemelman & Daniels	<input type="checkbox"/> 380-- _____
<input type="checkbox"/> 351--Watson et al.	<input type="checkbox"/> 368-- _____	<input type="checkbox"/> 381-- _____
<input type="checkbox"/> 352--Weaver (1994)	<input type="checkbox"/> 369-- _____	<input type="checkbox"/> 382-- _____
<input type="checkbox"/> 353--Weaver (1996)	<input type="checkbox"/> 370-- _____	<input type="checkbox"/> 383-- _____
<input type="checkbox"/> 354--Wells	<input type="checkbox"/> 371-- _____	<input type="checkbox"/> 384-- _____
<input type="checkbox"/> 355--Wells & Chang- Wells	<input type="checkbox"/> 372-- _____	
<input type="checkbox"/> 356--Wells & Hart- Hewins	<input type="checkbox"/> 373-- _____	
<input type="checkbox"/> 357--Westley	<input type="checkbox"/> 374-- _____	
<input type="checkbox"/> 358--Whitin & Wilde	<input type="checkbox"/> 375-- _____	
<input type="checkbox"/> 359--Wilde	<input type="checkbox"/> 376-- _____	
<input type="checkbox"/> 360--Winch & Blaxell		
<input type="checkbox"/> 361--Wood		
<input type="checkbox"/> 362--Wright		
<input type="checkbox"/> 363--Yardley		

To add items, use
**Supplementary Codes
 Sheets--English Books
 Etc.**

Books in French

- | | | |
|---|--|---|
| <input type="checkbox"/> 400--Asselin | <input type="checkbox"/> 419--Boyer, J.-Y.
(1990) | <input type="checkbox"/> 437--De Landsheere
(1979b) |
| <input type="checkbox"/> 401--Baskwill &
Whitman | <input type="checkbox"/> 420--Boyer, J.-Y.
(1994) | <input type="checkbox"/> 438--De Maistre |
| <input type="checkbox"/> 402--Bastoul | <input type="checkbox"/> 421--Bradford | <input type="checkbox"/> 439--Demers &
Tremblay (1988) |
| <input type="checkbox"/> 403--Beauchemin | <input type="checkbox"/> 422--Brédart & Rondal | <input type="checkbox"/> 440--Demers &
Tremblay (1990) |
| <input type="checkbox"/> 404--Beauchesne | <input type="checkbox"/> 423--Bronckart | <input type="checkbox"/> 441--Demers &
Tremblay (1992) |
| <input type="checkbox"/> 405--Bélanger | <input type="checkbox"/> 424--Caron | <input type="checkbox"/> 442--DesRuisseaux |
| <input type="checkbox"/> 406--Bellenger | <input type="checkbox"/> 425--Carrier et al. | <input type="checkbox"/> 443--Dionne |
| <input type="checkbox"/> 407--Bernstein | <input type="checkbox"/> 426--Catach | <input type="checkbox"/> 444--Dolto |
| <input type="checkbox"/> 408--Bescherelle | <input type="checkbox"/> 427--Catach et al.
(1980) | <input type="checkbox"/> 445--Doppagne |
| <input type="checkbox"/> 409--Besson | <input type="checkbox"/> 428--Catach et al.
(1986) | <input type="checkbox"/> 446--Doutreloux |
| <input type="checkbox"/> 410--Best | <input type="checkbox"/> 429--Charmeux | <input type="checkbox"/> 447--Dulude |
| <input type="checkbox"/> 411--Bizouard | <input type="checkbox"/> 430--Chartrand | <input type="checkbox"/> 448--Egan & Forest |
| <input type="checkbox"/> 412--Boucher et al. | <input type="checkbox"/> 431--Cohen &
Mauffrey | <input type="checkbox"/> 449--Esperet |
| <input type="checkbox"/> 413--Boudreau
(1992a) | <input type="checkbox"/> 432--Colignon | <input type="checkbox"/> 450--Estienne (1975) |
| <input type="checkbox"/> 414--Boudreau
(1992b) | <input type="checkbox"/> 433--Corbeil | <input type="checkbox"/> 451--Estienne (1980) |
| <input type="checkbox"/> 415--Boudreau (1993) | <input type="checkbox"/> 434--Cornaire &
Raymond | <input type="checkbox"/> 452--Farid |
| <input type="checkbox"/> 416--Bourneuf & Paré | <input type="checkbox"/> 435--Dannequin | <input type="checkbox"/> 453--Féger |
| <input type="checkbox"/> 417--Bourret | <input type="checkbox"/> 436--De Landsheere
(1979a) | <input type="checkbox"/> 454--Florin |
| <input type="checkbox"/> 418--Boyer, C. | | <input type="checkbox"/> 455--Fortier-Lavoie |

- | | | |
|---|---|--|
| <input type="checkbox"/> 456--François | <input type="checkbox"/> 476--Guérette | <input type="checkbox"/> 498--McNicoll & Roy |
| <input type="checkbox"/> 457--Frankland | <input type="checkbox"/> 477--Guillaume | <input type="checkbox"/> 499--Ollivier |
| <input type="checkbox"/> 458--Gagné et al. | <input type="checkbox"/> 478--Guilloton | <input type="checkbox"/> 500--Ostiguy & Gagné (1986) |
| <input type="checkbox"/> 459--Gagné & Roy | <input type="checkbox"/> 479--Hanse | <input type="checkbox"/> 501--Ostiguy & Gagné (1988) |
| <input type="checkbox"/> 460--Gartner | <input type="checkbox"/> 480--Jakobson | <input type="checkbox"/> 502--Ouellette |
| <input type="checkbox"/> 461--Genevay | <input type="checkbox"/> 481--Jamet | <input type="checkbox"/> 503--Pennac |
| <input type="checkbox"/> 462--Genouvrier | <input type="checkbox"/> 482--Jocelyn et al. | <input type="checkbox"/> 504--Porot |
| <input type="checkbox"/> 463--Germain & Lapointe | <input type="checkbox"/> 483--Jolibert | <input type="checkbox"/> 505--Préfontaine & Fortier |
| <input type="checkbox"/> 464--Giasson (1990) | <input type="checkbox"/> 484--Juneau | <input type="checkbox"/> 506--Préfontaine & Lebrun |
| <input type="checkbox"/> 465--Giasson (1995) | <input type="checkbox"/> 485--Keller | <input type="checkbox"/> 507--Ramat |
| <input type="checkbox"/> 466--Giasson & Thériault | <input type="checkbox"/> 486--Kerbrat-Orecchioni | <input type="checkbox"/> 508--Reuter |
| <input type="checkbox"/> 467--Giasson-Lachance | <input type="checkbox"/> 487--Lafontaine | <input type="checkbox"/> 509--Riegel et al. |
| <input type="checkbox"/> 468--Girard & Simard | <input type="checkbox"/> 488--Langevin | <input type="checkbox"/> 510--Robert |
| <input type="checkbox"/> 469--Gobbe & Tordoir | <input type="checkbox"/> 489--Launay & Borel-Maisonny | <input type="checkbox"/> 511--Rondal (1979) |
| <input type="checkbox"/> 470--Goodman | <input type="checkbox"/> 490--Lebrun | <input type="checkbox"/> 512--Rondal (1983) |
| <input type="checkbox"/> 471--Gosselin et al. | <input type="checkbox"/> 491--Leclerc (1979) | <input type="checkbox"/> 513--Roy & Biron |
| <input type="checkbox"/> 472--Gosselin & Simard | <input type="checkbox"/> 492--Leclerc (1992) | <input type="checkbox"/> 514--Saint-Laurent et al. |
| <input type="checkbox"/> 473--Goupil & Lusignan | <input type="checkbox"/> 493--Lemire | <input type="checkbox"/> 515--Salomé |
| <input type="checkbox"/> 474--Grevisse (1986a) | <input type="checkbox"/> 494--Lentin | <input type="checkbox"/> 516--Schneuwly |
| <input type="checkbox"/> 475--Grevisse (1986b) | <input type="checkbox"/> 495--Lepot-Froment | <input type="checkbox"/> 517--Simard |
| | <input type="checkbox"/> 496--Maigre | |
| | <input type="checkbox"/> 497--Mathis | |

<input type="checkbox"/> 518--Simonpoli	<input type="checkbox"/> 531--Université de Moncton	<input type="checkbox"/> 544--_____
<input type="checkbox"/> 519--Smith	<input type="checkbox"/> 532--Valiquette	<input type="checkbox"/> 545--_____
<input type="checkbox"/> 520--Soc. du parler français au Canada	<input type="checkbox"/> 533--Van Grunderbeeck	<input type="checkbox"/> 546--_____
<input type="checkbox"/> 521--Talbot	<input type="checkbox"/> 534--Vanoye et al.	<input type="checkbox"/> 547--_____
<input type="checkbox"/> 522--Tardif	<input type="checkbox"/> 535--Vermette & Cloutier	<input type="checkbox"/> 548--_____
<input type="checkbox"/> 523--Tarrab	<input type="checkbox"/> 536--Wirthner et al.	<input type="checkbox"/> 549--_____
<input type="checkbox"/> 524--Thériault	<input type="checkbox"/> 537--_____	<input type="checkbox"/> 550--_____
<input type="checkbox"/> 525--Thimonnier	<input type="checkbox"/> 538--_____	<input type="checkbox"/> 551--_____
<input type="checkbox"/> 526--Tochon	<input type="checkbox"/> 539--_____	<input type="checkbox"/> 552--_____
<input type="checkbox"/> 527--Tochon & Druc	<input type="checkbox"/> 540--_____	<input type="checkbox"/> 553--_____
<input type="checkbox"/> 528--Tordoir	<input type="checkbox"/> 541--_____	<input type="checkbox"/> 554--_____
<input type="checkbox"/> 529--Tourtet	<input type="checkbox"/> 542--_____	
<input type="checkbox"/> 530--Turner	<input type="checkbox"/> 543--_____	

To add items, use
**Supplementary Codes
 Sheets-- French Books
 Etc.**

Articles in English

- | | | |
|---|--|--|
| <input type="checkbox"/> 600--Bain | <input type="checkbox"/> 620--Flippo | <input type="checkbox"/> 641--Newman & Church |
| <input type="checkbox"/> 601--Baumann & Stevenson | <input type="checkbox"/> 621--Fox | <input type="checkbox"/> 642--Norton |
| <input type="checkbox"/> 602--Beck & McKeown | <input type="checkbox"/> 622--Fulwiler | <input type="checkbox"/> 643--Nussbaum |
| <input type="checkbox"/> 603--Beers & Beers | <input type="checkbox"/> 623--Gentry | <input type="checkbox"/> 644--Pidgion |
| <input type="checkbox"/> 604--Bingham | <input type="checkbox"/> 624--Goodman (1974) | <input type="checkbox"/> 645--Pinnell & Jagger |
| <input type="checkbox"/> 605--Black | <input type="checkbox"/> 625--Goodman (1985) | <input type="checkbox"/> 646--Rhodes |
| <input type="checkbox"/> 606--Bridges | <input type="checkbox"/> 626--Graves | <input type="checkbox"/> 647--Rhodes & NathensonM |
| <input type="checkbox"/> 607--Bruner | <input type="checkbox"/> 627--Haley-James & Hobson | <input type="checkbox"/> 648--Rosenshine & Meister |
| <input type="checkbox"/> 608--Burke | <input type="checkbox"/> 628--Hall & Hall | <input type="checkbox"/> 649--Sadow |
| <input type="checkbox"/> 609--Burke et al. | <input type="checkbox"/> 629--Hansen | <input type="checkbox"/> 650--Thorn |
| <input type="checkbox"/> 610--Cherland | <input type="checkbox"/> 630--Harste & Burke | <input type="checkbox"/> 651--Tway |
| <input type="checkbox"/> 611--Church | <input type="checkbox"/> 631--Hartwell | <input type="checkbox"/> 652--Valencia |
| <input type="checkbox"/> 612--Conniff | <input type="checkbox"/> 632--Heit & Blair | <input type="checkbox"/> 653--Vavrus |
| <input type="checkbox"/> 613--Crocker | <input type="checkbox"/> 633--Hipple | <input type="checkbox"/> 654--Walkerdine |
| <input type="checkbox"/> 614--Crowhurst | <input type="checkbox"/> 634--Huck | <input type="checkbox"/> 655--Watson |
| <input type="checkbox"/> 615--Davis & Rhodes | <input type="checkbox"/> 635--Hurd | <input type="checkbox"/> 656--Weaver |
| <input type="checkbox"/> 616--DeFord | <input type="checkbox"/> 636--Johns | <input type="checkbox"/> 657--Wixson et al. |
| <input type="checkbox"/> 617--Denver Coordinators | <input type="checkbox"/> 637--Johnson | <input type="checkbox"/> 658--Wollman-Bonilla |
| <input type="checkbox"/> 618--Dyson | <input type="checkbox"/> 638--Lindquist | <input type="checkbox"/> 659--Wright |
| <input type="checkbox"/> 619--Dyson & Genishi | <input type="checkbox"/> 639--Madura | <input type="checkbox"/> 660--Zacharias (1991) |
| | <input type="checkbox"/> 640--Murphy & Netten | |

<input type="checkbox"/> 661--Zacharias (1996)	<input type="checkbox"/> 677--Orbit	<input type="checkbox"/> 697--_____
<input type="checkbox"/> 662--Zacharias (1997)	<input type="checkbox"/> 678--Phi Delta Kappan	<input type="checkbox"/> 698--_____
<input type="checkbox"/> 663--Zutell	<input type="checkbox"/> 679--Primary Voices	<input type="checkbox"/> 699--_____
Journals in English	<input type="checkbox"/> 680--Prime Areas	To add items, use Supplementary Codes Sheets--English Articles Etc.
<input type="checkbox"/> 664--ArithTeacher /TCM	<input type="checkbox"/> 681--Read. Res. Quarterly	
<input type="checkbox"/> 665--Can Children's Lit	<input type="checkbox"/> 682--The Reading Teacher	
<input type="checkbox"/> 666--Childhood Education	<input type="checkbox"/> 683--Teaching K-8	
<input type="checkbox"/> 667--Children's Lit in Educ	<input type="checkbox"/> 684--Voices from the Middle	
<input type="checkbox"/> 668--Educ Leadership	<input type="checkbox"/> 685--Young Children	
<input type="checkbox"/> 669--Elem School Journal	<input type="checkbox"/> 686--_____	
<input type="checkbox"/> 670--English Journal	<input type="checkbox"/> 687--_____	
<input type="checkbox"/> 671--English Quarterly	<input type="checkbox"/> 688--_____	
<input type="checkbox"/> 672--FWTAO Newsletter	<input type="checkbox"/> 689--_____	
<input type="checkbox"/> 673--J of Adol & Adult Lit	<input type="checkbox"/> 690--_____	
<input type="checkbox"/> 674--Language Arts	<input type="checkbox"/> 691--_____	
<input type="checkbox"/> 675--Mathematics in School	<input type="checkbox"/> 692--_____	
<input type="checkbox"/> 676--Math in Middle School	<input type="checkbox"/> 693--_____	
	<input type="checkbox"/> 694--_____	
	<input type="checkbox"/> 695--_____	
	<input type="checkbox"/> 696--_____	

Articles in French

- | | | |
|---|---|--|
| <input type="checkbox"/> 700--Allard (1993) | <input type="checkbox"/> 718--Carrier & Giasson | <input type="checkbox"/> 736--Gaouette |
| <input type="checkbox"/> 701--Allard (1994) | <input type="checkbox"/> 719--Castonguay | <input type="checkbox"/> 737--Gaouette & Tardif |
| <input type="checkbox"/> 702--Asselin | <input type="checkbox"/> 720--Cazabon | <input type="checkbox"/> 738--Garcia-Debanc (1985) |
| <input type="checkbox"/> 703--Aubin | <input type="checkbox"/> 721--Cazabon & Leblanc-Rainville | <input type="checkbox"/> 739--Garcia-Deband (1986) |
| <input type="checkbox"/> 704--Beauchesne | <input type="checkbox"/> 722--Chartrand (1993a) | <input type="checkbox"/> 740--Gervais |
| <input type="checkbox"/> 705--Beaudoin | <input type="checkbox"/> 723--Chartrand (1993b) | <input type="checkbox"/> 741--Girard |
| <input type="checkbox"/> 706--Bédard & Turgeon (1997a) | <input type="checkbox"/> 724--Chartrand (1997) | <input type="checkbox"/> 742--Guillion |
| <input type="checkbox"/> 707--Bédard & Turgeon (1997b) | <input type="checkbox"/> 725--Chartrand & Simard | <input type="checkbox"/> 743--Heller |
| <input type="checkbox"/> 708--Bédard & Turgeon (1997c) | <input type="checkbox"/> 726--Dehu | <input type="checkbox"/> 744--Jaffré |
| <input type="checkbox"/> 709--Bernard | <input type="checkbox"/> 727--Debeurme | <input type="checkbox"/> 745--Jaffré & Bessonat |
| <input type="checkbox"/> 710--Berrier | <input type="checkbox"/> 728--Ditisheim | <input type="checkbox"/> 746--Lafontaine |
| <input type="checkbox"/> 711--Blain | <input type="checkbox"/> 729--Dubuisson & Emerikanian | <input type="checkbox"/> 747--Landry & Allard |
| <input type="checkbox"/> 712--Boudreau (1991) | <input type="checkbox"/> 730--Ducard | <input type="checkbox"/> 748--Langevin |
| <input type="checkbox"/> 713--Boudreau (1992) | <input type="checkbox"/> 731--Farid | <input type="checkbox"/> 749--Lazure |
| <input type="checkbox"/> 714--Boudreau & Dubois | <input type="checkbox"/> 732--Ferreiro (1988) | <input type="checkbox"/> 750--Lefebvre |
| <input type="checkbox"/> 715--Brassard | <input type="checkbox"/> 733--Ferreiro (1990) | <input type="checkbox"/> 751--Legros, & Tochon |
| <input type="checkbox"/> 716--Bru | <input type="checkbox"/> 734--Fijalkow & Fijalkow | <input type="checkbox"/> 752--Lusignan |
| <input type="checkbox"/> 717--Cantin-Perrault & Labelle | <input type="checkbox"/> 735--Gagné et al. | <input type="checkbox"/> 753--Maheu |

- | | | |
|---|---|---|
| <input type="checkbox"/> 754--Mercier & Tochon | <input type="checkbox"/> 773--Roulet (1991b) | <input type="checkbox"/> 789--Starets (1988) |
| <input type="checkbox"/> 755--Milot | <input type="checkbox"/> 774--Roy (1983) | <input type="checkbox"/> 790--Starets (1990) |
| <input type="checkbox"/> 756--Nadeau (1995a) | <input type="checkbox"/> 775--Roy (1986) | <input type="checkbox"/> 791--Tardif & Gaouette (1986a) |
| <input type="checkbox"/> 757--Nadeau (1995b) | <input type="checkbox"/> 776--Roy (1992) | <input type="checkbox"/> 792--Tardif & Gaouette (1986b) |
| <input type="checkbox"/> 758--Nadeau (1996) | <input type="checkbox"/> 777--Roy (1994) | <input type="checkbox"/> 793--Théberge & Lentz |
| <input type="checkbox"/> 759--Nadon | <input type="checkbox"/> 779--Simard (1995a)
Aspects normatif | <input type="checkbox"/> 794--Thériault |
| <input type="checkbox"/> 760--Niquet | <input type="checkbox"/> 780--Simard (1995b)
Évalu | <input type="checkbox"/> 795--Tochon (1989) |
| <input type="checkbox"/> 761--Noël-Gaudreault | <input type="checkbox"/> 781--Simard (1995c)
Éveil | <input type="checkbox"/> 796--Tochon (1990) |
| <input type="checkbox"/> 762--Ostiguy & Gagné | <input type="checkbox"/> 782--Simard (1995d)
Exam | <input type="checkbox"/> 797--Tochon |
| <input type="checkbox"/> 763--Othenin-Girard & Weck | <input type="checkbox"/> 783--Simard (1995e)
Fond | <input type="checkbox"/> 798--Tochon (1994) |
| <input type="checkbox"/> 764--Ouellette | <input type="checkbox"/> 784 --Simard (1995f)
Initiation à etc | <input type="checkbox"/> 799--Tran |
| <input type="checkbox"/> 765--Paradis | <input type="checkbox"/> 785--Simard (1995g)
Planification, mise | <input type="checkbox"/> 800--Tremblay & Demers |
| <input type="checkbox"/> 766--Paré | <input type="checkbox"/> 786--Simard(1995h)
Pour un | <input type="checkbox"/> 801--Turgeon & Bédard |
| <input type="checkbox"/> 767--Peytard | <input type="checkbox"/> 787--Simard (1996)
Situer l'apprent | |
| <input type="checkbox"/> 768--Poulin | <input type="checkbox"/> 788--Starets (1986) | |
| <input type="checkbox"/> 769--Primeau (1980) | | |
| <input type="checkbox"/> 770--Primeau (1981) | | |
| <input type="checkbox"/> 771--Romian | | |
| <input type="checkbox"/> 772--Roulet (1991a) | | |

To add items, use
**Supplementary Codes
 Sheets--French Articles
 Etc.**
 Use blank spaces below.

Journals in French

- ☐ 802--Association de didactique du français langue maternelle [DFLM--La lettre de l'assoc.]
 - ☐ 803--Numéro spécial sur la didactique de l'orale, vol. 15
- ☐ 804--Enjeux
 - ☐ 805--Enseigner le voc., no 26, 1992
 - ☐ 806--La grammaire en question, no 28, 1993
 - ☐ 807--L'ortho autrement, no 34, 1995
 - ☐ 808--Vers une didactique de l'oral no 39/40, 1996/1997
- ☐ 809--Le français d'aujourd'hui
 - ☐ 810--no 39 Romain H., Pour une pédagogie de l'oral à l'école élém.
- ☐ 811--Liaisons
 - ☐ 812--Objectivation, évaluation, vol. 6 no 3, 1982
 - ☐ 813--Le matériel didactique, vol. 7 no 1, 1982
 - ☐ 814--Ortho, gram etc, vol. 7, no 2, 1983
 - ☐ 815--L'expression écrite, vol. 7, no 3, 1983
- ☐ 816--Le journal scolaire, vol. 8, no. 2, 1983
- ☐ 817--La communication orale, vol. 9 no 3, 1985
- ☐ 818--L'intégrat., vol. 10, no 2, 1986
- ☐ 819--L'ortho; vol. 10, no 3, 1986
- ☐ 820--Québec français
 - ☐ 821--Gram et ortho, no 68, 1987
 - ☐ 822--La comm écrite, no 78, 1990
 - ☐ 823--L'étude de la langue, no 84, 1992
 - ☐ 824--L'enseignement du vocab, no 92, 1994
 - ☐ 825--L'enseignement stratégique, no 96, 1995
 - ☐ 826--Enseigner la grammaire, no 99, 1995
 - ☐ 827--Écriture et créativité; numéro 101, 1996.
- ☐ 828--Repères: revue de did. du français
 - ☐ 829--no 17, 1998
 - ☐ 830--Vie pédagogique

- ☐ 831--Le français: une
matière pas comme les autres;
no 101, 1996.
- ☐ 832 Vivre le primaire
- ☐ 833--_____
- ☐ 834--_____
- ☐ 835--_____
- ☐ 836--_____
- ☐ 837--_____
- ☐ 838--_____

- ☐ 839--_____
- ☐ 840--_____
- ☐ 841--_____
- ☐ 842--_____
- ☐ 843--_____
- ☐ 844--_____

To add items, use **Supplementary
Codes Sheets--French Articles Etc.**

Government Documents

Western Provinces

- ☐ 845--*Western Canadian protocol*

British Columbia

- ☐ 846--*Language arts instructional*
- ☐ 847--*Provincial curriculum guide*

Alberta

- ☐ 848--*Junior high language*
- ☐ 849--*Program of studies: Elem.*
- ☐ 850--*Program of studies for English*
- ☐ 851--*Senior high language arts*
- ☐ 852--*Curriculum handbook*

- ☐ 853--*The diagnostic reading*
- ☐ 854--*Illustrative examples*
- ☐ 855--*An integrated framework*
- ☐ 856--*Language learning component*

Saskatchewan

- ☐ 857--*English language arts
elementary*
- ☐ 858--*English language arts middle*
- ☐ 859--*Policy for Eng. language arts*

Manitoba

- ☐ 860--*Foundations for implementatn
K-4*

- | | |
|--|---|
| <input type="checkbox"/> 861-- <i>Foundations for implementatn 5-8</i> | <input type="checkbox"/> 880-- <i>Children with behaviour</i> |
| <input type="checkbox"/> 862-- <i>Grade 5 to 8 English language arts</i> | <input type="checkbox"/> 881-- <i>Children with communication</i> |
| <input type="checkbox"/> 863-- <i>K to grade 4 English language arts</i> | <input type="checkbox"/> 882-- <i>Children with learning disabilities</i> |
| <input type="checkbox"/> 864-- <i>Success for all learners</i> | <input type="checkbox"/> 883-- <i>Children with mild intellectual</i> |
| | <input type="checkbox"/> 884-- <i>Children with moderate</i> |
| <u>Ontario</u> | <input type="checkbox"/> 885-- <i>Curriculum management</i> |
| <input type="checkbox"/> 865-- <i>Common curriculum: Policies</i> | <input type="checkbox"/> 886-- <i>Drama in the formative years</i> |
| <input type="checkbox"/> 866-- <i>Common curriculum: Provincial</i> | <input type="checkbox"/> 887-- <i>English: A resource guide</i> |
| <input type="checkbox"/> 867-- <i>English curriculum guidelines</i> | <input type="checkbox"/> 888-- <i>Focus on writing</i> |
| <input type="checkbox"/> 868-- <i>The Ont. curr.: The arts</i> | <input type="checkbox"/> 889-- <i>Gifted and talented</i> |
| <input type="checkbox"/> 869-- <i>The Ont. curr.: Health</i> | <input type="checkbox"/> 890-- <i>Growing with books</i> |
| <input type="checkbox"/> 870-- <i>The Ont. curr.: Language</i> | <input type="checkbox"/> 891-- <i>Handbook for teachers</i> |
| <input type="checkbox"/> 871-- <i>The Ont. curr.: Mathematics</i> | <input type="checkbox"/> 892-- <i>Kindergarten</i> |
| <input type="checkbox"/> 872-- <i>The Ont. curr.: Science</i> | <input type="checkbox"/> 893-- <i>Media literacy</i> |
| <input type="checkbox"/> 873-- <i>The Ont. curr.: Kindergarten</i> | <input type="checkbox"/> 894-- <i>OAC examination handbook</i> |
| <input type="checkbox"/> 874-- <i>The Ont. curr.: Social studies</i> | <input type="checkbox"/> 895-- <i>Ontario Academic Courses</i> |
| <input type="checkbox"/> 875-- <i>Ages 9 through 12: A resource</i> | <input type="checkbox"/> 896-- <i>Partners in action</i> |
| <input type="checkbox"/> 876-- <i>Assessing language arts</i> | <input type="checkbox"/> 897-- <i>The profile series</i> |
| <input type="checkbox"/> 877-- <i>Assessment of special needs</i> | <input type="checkbox"/> 898-- <i>Project Wild</i> |
| <input type="checkbox"/> 878-- <i>Basically right: English</i> | <input type="checkbox"/> 899-- <i>Shared discovery</i> |
| <input type="checkbox"/> 879-- <i>Behaviour resource guide</i> | |

Quebec

- ☐ 900--*Elementary language arts*
- ☐ 901--*L'habileté à écrire.*
- ☐ 902--*Programme d'étude du français*
- ☐ 903--*Programmes d'études adapt - DÉFIS*
- ☐ 904--*Programmes d'études adapt - français*
- ☐ 905--*Programme d'études : primaire.*
- ☐ 906--*Programme d'études : secondaire*
- ☐ 907--*L'adaptation de l'enseignement*
- ☐ 908--*L'apprentissage, l'enseignement*
- ☐ 909--*La communication orale*
- ☐ 910--*Le développement*
- ☐ 911--*Éléments de docimologie formative*
- ☐ 912--*Éléments de docimologie. pédagog*
- ☐ 913--*Guide d'évaluation*
- ☐ 914--*Guide au préscolaire*
- ☐ 915--*Guide 1re, 2e, 3e*
- ☐ 916--*Guide 4e, 5e, 6e*
- ☐ 917--*Guide littérature*

- ☐ 918--*Le mode d'apprentissage*
- ☐ 919--*L'organisation*
- ☐ 920--*Programmes de formation*
- ☐ 921--*Vers un bulletin*
- ☐ 922--*Bergeron et al.*
- ☐ 923--*Boulanger*
- ☐ 924--*Branca et al.*
- ☐ 925--*Valiquette*

Atlantic Provinces

- ☐ 926--*APEF Documents*

New Brunswick

- ☐ 927--*Atlantic: Elementary K-3*
- ☐ 928--*Atlantic: Elementary 4-6*
- ☐ 929--*Atlantic: Middle level 6-8*
- ☐ 930--*English language arts foundation*

Nova Scotia

- ☐ 931--*Atlantic Canada, P-3*
- ☐ 932--*Atlantic Canada, 4-6*
- ☐ 933--*Programme maternelle à 6e*
- ☐ 934--*Programmes 7ème, 8ème et 9ème*
- ☐ 935--*Le système scolaire*

Prince Edward Island

☐ 936--*APEF: Foundation*

☐ 937--*APEF: Entry to 3*

Newfoundland

☐ 938--*Foundation for Atlantic
Canada English*

☐ 939--_____

☐ 940--_____

☐ 941--_____

☐ 942--_____

☐ 943--_____

☐ 944--_____

☐ 945--_____

☐ 946--_____

☐ 947--_____

☐ 948--_____

☐ 949--_____

☐ 950--_____

☐ 951--_____

☐ 952--_____

☐ 953--_____

☐ 954--_____

☐ 955--_____

☐ 956--_____

To add items, use **Supplementary
Codes Sheets—Government
Documents**.

When completed, check off the box labelled "Check here if a TMCS has been completed" at the end of Section 6, as well as the box on the last page of the MCI.

Textual Materials Supplementary Codes Sheets

Supplementary Codes--English Books Etc.

368-- _____

369-- _____

370-- _____

371-- _____

372-- _____

373 - _____

374-- _____

375-- _____

376-- _____

377-- _____

378-- _____

379-- _____

380-- _____

381-- _____

382-- _____

383-- _____

Supplementary Codes--French Books Etc.

537--

538--

539--

540--

541--

542 -

543--

544--

545--

546--

547--

548--

549--

550--

551--

552--

Supplementary Codes--English Articles Etc.

686--

687--

688--

689--

690--

691--

692--

693--

694--

695--

696--

697--

698--

699--

Supplementary Codes--French Articles Etc.

833--

834--

835--

836 -

837--

838--

839--

840--

841--

842--

843--

844--

Supplementary Codes--Govt Documents

939--

940--

941--

942--

943--

944 -

945--

946--

947--

948--

949--

950--

951--

952--

953--

954--

COMPUTER CODING TRANSFER SHEETS

S# _____ IN# _____

Related IN# IN# _____ IN# _____ IN# _____

Related S# S# _____ S# _____ S# _____ S# _____

1	2	3	4	5	6	7	8	9	10	11	12
Blan	k ---	not	in	use							

13	14	15	16	17	0 18	19	20	21	22	23	24
		ILC	S st	arts	here			end	Inst	Info	start

25	26	27	28	29	30	31	32	33	34	35	36

37	38	39	40	41	42	43	44	45	46	47	48
									end	Con	A

49	50	51	52	53	54	55	56	57	58	59	60
start					end	Con	B	start			

61	62	63	64	65	66	67	68	69	70	71	72

73	74	75	76	77	78	79	80	81	82	83	84
					Con	B	end	Orie	ntati	ons	Rea

Orientations Codes to 700-713

[illegible]

109	110	111	112	113	114	115	116	117	118	119	120
			Rea	din	s	end	Clas	s Ac	tiv	ities	start

Textual Materials Codes to last page (if any)

[illegible]

133	134	135	136	137	138	139	140	141	142	143	144
133	134	135	136	137	138	139	140	141	142	143	144
133	134	135	136	137	138	139	140	141	142	143	144

[illegible]

157	158	159	160	161	162	163	164	165	166	167	168
157	158	159	160	161	162	163	164	165	166	167	168
157	158	159	160	161	162	163	164	165	166	167	168

[illegible]

181	182	183	184	185	186	187	188	189	190	191	192
Law	Gov	Econ	Wk	Env	Tech	Bus	Soc	Art	Sci	Mus	Sport
Cla	s Ac	tiv	ities	end	Top	ics	start	Work	Learn	Play	Grow

[illegible][illegible][illegible][illegible]

237	238	239	240	241	242	243	244	245	246	247	248
249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272

[illegible]

261	262	263	264	265	266	267	268	269	270	271	272
261	262	263	264	265	266	267	268	269	270	271	272
261	262	263	264	265	266	267	268	269	270	271	272

273	274	275	276	277	278	279	280	281	282	283	284

285	286	287	288	289	290	291	292	293	294	295	296

297	298	299	300	301	302	303	304	305	306	307	308

309	310	311	312	313	314	315	316	317	318	319	320

321	322	323	324	325	326	327	328	329	330	331	332

333	334	335	336	337	338	339	340	341	342	343	344

345	346	347	348	349	350	351	352	353	354	355	356

357	358	359	360	361	362	363	364	365	366	367	368
	Topi	cs	end	Ass	ess	start					

369	370	371	372	373	374	375	376	377	378	379	380

381	382	383	384	385	386	387	388	389	390	391	392

393	394	395	396	397	398	399	400				End
											400
						Ass	ess				

401	402	403	404	405	406	407	408	409	410	411	412
end	Oth	er	Assi	gn't	Cod	es	start				

413	414	415	416	417	418	419	420	421	422	423	424
											Oth

425	426	427	428	429	430	431	432	433	434	435	436
er	Assi	gn't	Cod	es	end	Crit	eria	start			

437	438	439	440	441	442	443	444	445	446	447	448
										Crit	eria

449	450	451	452	453	454	455	456	457	458	459	460
end	Oth	er	Crit	eria	cod	es	start				end

557	558	559	560	561	562	563	564	565	566	567	568

569	570	571	572	573	574	575	576	577	578	579	580
								Oth	er	Top	ic

581	582	583	584	585	586	587	588	589	590	591	592
Cod	es	end									

593	594	595	596	597	598	599	600				End
											600
							Oth	er			

601	602	603	604	605	606	607	608	609	610	611	612
Crit	eria	Cod	es	start							

613	614	615	616	617	618	619	620	621	622	623	624
		Oth	er	Crit	eria	cod	es	end	Oth	er	Top

625	626	627	628	629	630	631	632	633	634	635	636
ic	Cod	es	start								

637	638	639	640	641	642	643	644	645	646	647	648
Oth	er	Top	ic	Cod	es	end			Oth	er	Crit

This page is for Computer Coding Transfer of textual materials if listed on MCI form (page 14). In transfer phase, copy numbers directly from MCI, placing them in numerical order, with lowest numbers first.

015 IN# _____

016 S# _____

Check here if no materials are mentioned ☐

Check here if a TMCS has been completed ☐

If coding of textual materials was done using TMCS, then key in codes directly from the TMCS for this syllabus.

Codes for Textbooks/Compendiums, Monographs and Edited Books

 T T T T T T

 T T T T T T

Codes for Journal Articles, Chapters, and Articles in Edited Books

 T T T T T T

 T T T T T T

Codes for Government Documents

 T T T T T T

 T T T T T T

Appendix H

Topics in University Teaching

Topics in University Teaching												
TOPIC	LIST	%	MENT	%	CUM	%	NOT	%	N/A	%	TOT	%
Action Research	2	1.8	4	3.6	6	5.5	100	90.9	4	3.6	110	100
Approaches to Instruction	67	60.9	9	8.2	76	69.1	30	27.3	4	3.6	110	100
Art-Language Connections	2	1.8	5	4.5	7	6.4	99	90	4	3.6	110	100
Assess (General)	92	83.6	6	5.5	98	89.1	8	7.3	4	3.6	110	100
Assess-Analytic Trait Scoring	2	1.8	0	0	2	1.8	104	94.5	4	3.6	110	100
Assess-Authentic/Perf-Based	3	2.7	4	3.6	7	6.4	99	90	4	3.6	110	100
Assess-Conf (P-T/Student Led)	4	3.6	11	10	15	13.6	91	82.7	4	3.6	110	100
Assess-Diagnostic	3	2.7	9	8.2	12	10.9	94	85.5	4	3.6	110	100
Assess-Error Analysis	8	7.3	9	8.2	17	15.5	89	80.9	4	3.6	110	100
Assess-Hol. Scor/GIM	4	3.6	0	0	4	3.6	102	92.7	4	3.6	110	100
Assess-Infomal Rdg Inventory	3	2.7	1	0.9	4	3.6	102	92.7	4	3.6	110	100
Assess-Miscue Analysis	12	10.9	9	8.2	21	19.1	85	77.3	4	3.6	110	100
Assess-Observation	21	19.1	12	10.9	33	30	73	66.4	4	3.6	110	100
Assess-Record Keeping	8	7.3	3	2.7	11	10	95	86.4	4	3.6	110	100
Assess-Reporting	12	10.9	13	11.8	25	22.7	81	73.6	4	3.6	110	100
Assess-Rubric Wrtg	5	4.5	1	0.9	6	5.5	100	90.9	4	3.6	110	100
Assess-Self-Assess	1	0.9	8	7.3	9	8.2	97	88.2	4	3.6	110	100
Assess-Standardized Test	3	2.7	0	0	3	2.7	103	93.6	4	3.6	110	100
Assess-Standards testing	2	1.8	1	0.9	3	2.7	103	93.6	4	3.6	110	100
Assess-Student Portfolios	11	10	7	6.4	18	16.4	88	80	4	3.6	110	100

Authors/Illustrators	8	7.3	6	5.5	14	12.7	92	83.6	4	3.6	110	100
Balanced Instruction/Literacy	7	6.4	4	3.6	11	10	95	86.4	4	3.6	110	100
Bilingual/Multilingual Children	8	7.3	2	1.8	10	9.1	96	87.3	4	3.6	110	100
Choral Speaking/Reading/Chanting	15	13.6	5	4.5	20	18.2	86	78.2	4	3.6	110	100
Classroom Management	8	7.3	7	6.4	15	13.6	91	82.7	4	3.6	110	100
Classr'm Organiz'n (Phys. Setup)	8	7.3	4	3.6	12	10.9	94	85.5	4	3.6	110	100
Comprehension/Comp Strategies	20	18.2	7	6.4	27	24.5	79	71.8	4	3.6	110	100
Conceptualizations of Reading	5	4.5	1	0.9	6	5.5	100	90.9	4	3.6	110	100
Conferencing (w/Teacher or Peer)	14	12.7	10	9.1	24	21.8	82	74.5	4	3.6	110	100
Content Area Reading	18	16.4	1	0.9	19	17.3	87	79.1	4	3.6	110	100
Cooperative/Collaborative Learning	12	10.9	13	11.8	25	22.7	81	73.6	4	3.6	110	100
Creative Writing	0	0	2	1.8	2	1.8	104	94.5	4	3.6	110	100
Critical Listening	0	0	0	0	0	0	106	96.4	4	3.6	110	100
Critical Literacy	0	0	3	2.7	3	2.7	103	93.6	4	3.6	110	100
Critical Reading	7	6.4	2	1.8	9	8.2	97	88.2	4	3.6	110	100
Critical Thinking/Thinking Skills	1	0.9	3	2.7	4	3.6	102	92.7	4	3.6	110	100
Critical Viewing	5	4.5	3	2.7	8	7.3	98	89.1	4	3.6	110	100
Curriculum (Government's)	56	50.9	35	31.8	91	82.7	15	13.6	4	3.6	110	100
Differentiated Instruct. -Ability	31	28.2	21	19.1	52	47.3	54	49.1	4	3.6	110	100
Diff. Instruction -Lang/Eth/Cult	27	24.5	16	14.5	43	39.1	63	57.3	4	3.6	110	100
Drama/Dramatic Activity	25	22.7	6	5.5	31	28.2	75	68.2	4	3.6	110	100
Emergent Literacy	44	40	1	0.9	45	40.9	61	55.5	4	3.6	110	100

Family Literacy	1	0.9	2	1.8	3	2.7	103	93.6	4	3.6	110	100
Genre Study	19	17.3	13	11.8	32	29.1	74	67.3	4	3.6	110	100
Goals/Objectives	16	14.5	6	5.5	22	20	84	76.4	4	3.6	110	100
Grammar	36	32.7	8	7.3	44	40	62	56.4	4	3.6	110	100
Guided Reading *	16	14.5	0	0	16	14.5	90	81.8	4	3.6	110	100
Handwriting/Printing/Penmanship	17	15.5	5	4.5	22	20	84	76.4	4	3.6	110	100
HomeSchoolConn Parent Involvement	16	14.5	7	6.4	23	20.9	83	75.5	4	3.6	110	100
Individualized Programming/IEP	2	1.8	13	11.8	15	13.6	91	82.7	4	3.6	110	100
Informational/Expository Materials	8	7.3	5	4.5	13	11.8	93	84.5	4	3.6	110	100
Informational/ Expository Reading	3	2.7	2	1.8	5	4.5	101	91.8	4	3.6	110	100
Inquiry Approach	12	10.9	5	4.5	17	15.5	89	80.9	4	3.6	110	100
Instructional Planning	52	47.3	36	32.7	88	80	18	16.4	4	3.6	110	100
Integration of Language Modes	30	27.3	9	8.2	39	35.5	67	60.9	4	3.6	110	100
Integration of Subject Domains	35	31.8	9	8.2	44	40	62	56.4	4	3.6	110	100
Interactive Writing	1	0.9	6	5.5	7	6.4	99	90	4	3.6	110	100
Internet/CD ROM Use	0	0	17	15.5	17	15.5	89	80.9	4	3.6	110	100
Journals/Logbooks (Children's)	20	18.2	10	9.1	30	27.3	76	69.1	4	3.6	110	100
Language Acquisition	7	6.4	3	2.7	10	9.1	96	87.3	4	3.6	110	100
Language Across Curr (e.g. WAC)	30	27.3	11	10	41	37.3	65	59.1	4	3.6	110	100
Language Dialects *	19	17.3	0	0	19	17.3	87	79.1	4	3.6	110	100
Language and Cognition	7	6.4	12	10.9	19	17.3	87	79.1	4	3.6	110	100
Language and Culture	17	15.5	5	4.5	22	20	84	76.4	4	3.6	110	100

Language and Learners *	15	13.6	0	0	15	13.6	91	82.7	4	3.6	110	100
Language-Based Instruction	2	1.8	11	10	13	11.8	93	84.5	4	3.6	110	100
Language Develop	24	21.8	8	7.3	32	29.1	74	67.3	4	3.6	110	100
Lang Experience Approach-LEA	10	9.1	1	0.9	11	10	95	86.4	4	3.6	110	100
Language Functions	18	16.4	1	0.9	19	17.3	87	79.1	4	3.6	110	100
Language Modes/Strands	11	10	13	11.8	24	21.8	82	74.5	4	3.6	110	100
Lang Processes/Processing	13	11.8	7	6.4	20	18.2	86	78.2	4	3.6	110	100
Lang Standards (StandEng/Fr)	8	7.3	1	0.9	9	8.2	97	88.2	4	3.6	110	100
Language Structures *	16	14.5	0	0	16	14.5	90	81.8	4	3.6	110	100
Language Systems	20	18.2	4	3.6	24	21.8	82	74.5	4	3.6	110	100
Learning Centres	7	6.4	1	0.9	8	7.3	98	89.1	4	3.6	110	100
Learning Theories	14	12.7	14	12.7	28	25.5	78	70.9	4	3.6	110	100
Lesson Planning	33	30	19	17.3	52	47.3	54	49.1	4	3.6	110	100
Lifelong Learning	3	2.7	3	2.7	6	5.5	100	90.9	4	3.6	110	100
Listening (General)	40	36.4	3	2.7	43	39.1	63	57.3	4	3.6	110	100
Listening-Aesthetic	0	0	0	0	0	0	106	96.4	4	3.6	110	100
Listening-Efferent	1	0.9	1	0.9	2	1.8	104	94.5	4	3.6	110	100
Literacy/Literacies Def'n	3	2.7	2	1.8	5	4.5	101	91.8	4	3.6	110	100
Literature-Children's Lit	52	47.3	15	13.6	67	60.9	39	35.5	4	3.6	110	100
Literature-Multicultural	7	6.4	1	0.9	8	7.3	98	89.1	4	3.6	110	100
Literature-Young Adult Lit	3	2.7	4	3.6	7	6.4	99	90	4	3.6	110	100
Literature-Based Instruction	25	22.7	17	15.5	42	38.2	64	58.2	4	3.6	110	100

LiteratureCircles/ Book Clubs	6	5.5	14	12.7	20	18.2	86	78.2	4	3.6	110	100
Materials-Based/ Basal Prog Instruct	21	19.1	2	1.8	23	20.9	83	75.5	4	3.6	110	100
Math-Language Connections	5	4.5	15	13.6	20	18.2	86	78.2	4	3.6	110	100
Mechanics	5	4.5	8	7.3	13	11.8	93	84.5	4	3.6	110	100
Media Literacy	6	5.5	9	8.2	15	13.6	91	82.7	4	3.6	110	100
Metacognition	8	7.3	6	5.5	14	12.7	92	83.6	4	3.6	110	100
Models of Instruction	5	4.5	9	8.2	14	12.7	92	83.6	4	3.6	110	100
Novel Study	13	11.8	6	5.5	19	17.3	87	79.1	4	3.6	110	100
Outcomes-Based Instruction	13	11.8	16	14.5	29	26.4	77	70	4	3.6	110	100
Paradigm Shift/ Epistemology	7	6.4	7	6.4	14	12.7	92	83.6	4	3.6	110	100
Philosophy of Ed/ LA Teaching *	23	20.9	0	0	23	20.9	83	75.5	4	3.6	110	100
Phonemic Awareness	0	0	0	0	0	0	106	96.4	4	3.6	110	100
Phonics Instruction	12	10.9	16	14.5	28	25.5	78	70.9	4	3.6	110	100
Poetry (General)	12	10.9	17	15.5	29	26.4	77	70	4	3.6	110	100
Poetry-Listening	1	0.9	0	0	1	0.9	105	95.5	4	3.6	110	100
Poetry-Reading	7	6.4	3	2.7	10	9.1	96	87.3	4	3.6	110	100
Poetry-Writing	13	11.8	4	3.6	17	15.5	89	80.9	4	3.6	110	100
Prior Knowledge	11	10	1	0.9	12	10.9	94	85.5	4	3.6	110	100
Professional Devt/ Professionalism *	10	9.1	0	0	10	9.1	96	87.3	4	3.6	110	100
Professional Organizations	4	3.6	1	0.9	5	4.5	101	91.8	4	3.6	110	100
Professional Portfolios	2	1.8	2	1.8	4	3.6	102	92.7	4	3.6	110	100
Program Planning Implem/Review *	14	12.7	0	0	14	12.7	92	83.6	4	3.6	110	100

Puppetry/ Roleplaying *	15	13.6	0	0	15	13.6	91	82.7	4	3.6	110	100
Reader's Work- shop/Indep Rdg	17	15.5	2	1.8	19	17.3	87	79.1	4	3.6	110	100
Reading (General)	54	49.1	5	4.5	59	53.6	47	42.7	4	3.6	110	100
Reading Aloud (by Children)	1	0.9	8	7.3	9	8.2	97	88.2	4	3.6	110	100
Reading Aloud (by Teacher)	10	9.1	12	10.9	22	20	84	76.4	4	3.6	110	100
Reading Proc- ess(es)/ Models	31	28.2	8	7.3	39	35.5	66	60	4	3.6	110	100
Reciprocity of Modes	26	23.6	10	9.1	36	32.7	70	63.6	4	3.6	110	100
Reflection/ Reflexivity	18	16.4	30	27.3	48	43.6	58	52.7	4	3.6	110	100
Representing (General)	9	8.2	6	5.5	15	13.6	91	82.7	4	3.6	110	100
Research Meth/Skills (for Children)	5	4.5	3	2.7	8	7.3	98	89.1	4	3.6	110	100
Resources/Materials for Instruction	34	30.9	19	17.3	53	48.2	53	48.2	4	3.6	110	100
Response to Literature	30	27.3	15	13.6	45	40.9	61	55.5	4	3.6	110	100
Second-Lang Instruct'n(ESL/FSL)	8	7.3	6	5.5	14	12.7	92	83.6	4	3.6	110	100
Semiotics/Sign Systems	0	0	1	0.9	1	0.9	105	95.5	4	3.6	110	100
Skills-Based Approach	3	2.7	10	9.1	13	11.8	93	84.5	4	3.6	110	100
Social Construction	8	7.3	7	6.4	15	13.6	91	82.7	4	3.6	110	100
Speaking (General)	51	46.4	2	1.8	53	48.2	53	48.2	4	3.6	110	100
Speaking-Formal Presentations	6	5.5	6	5.5	12	10.9	94	85.5	4	3.6	110	100
Speaking-Informal/ Oral Lang for Lrng	13	11.8	11	10	24	21.8	82	74.5	4	3.6	110	100
Spelling (General)	39	35.5	10	9.1	49	44.5	57	51.8	4	3.6	110	100
Spelling-Invented/ Developmental	19	17.3	12	10.9	31	28.2	75	68.2	4	3.6	110	100
Spelling-Lexical Morphological	1	0.9	1	0.9	2	1.8	104	94.5	4	3.6	110	100

Stages of Reading Dev't/ Continuum	21	19.1	10	9.1	31	28.2	75	68.2	4	3.6	110	100
Stages of Writing Dev't/ Continuum	26	23.6	9	8.2	35	31.8	71	64.5	4	3.6	110	100
Storytelling	19	17.3	2	1.8	21	19.1	85	77.3	4	3.6	110	100
Strategies-Based Instruction	38	34.5	8	7.3	46	41.8	60	54.5	4	3.6	110	100
Structural Analysis	3	2.7	3	2.7	6	5.5	100	90.9	4	3.6	110	100
Teacher Attitudes/Beliefs	7	6.4	10	9.1	17	15.5	89	80.9	4	3.6	110	100
Teacher Knowledge	8	7.3	15	13.6	23	20.9	83	75.5	4	3.6	110	100
Teacher Narratives	3	2.7	6	5.5	9	8.2	97	88.2	4	3.6	110	100
Technology/ Computer in L.Arts	22	20	18	16.4	40	36.4	66	60	4	3.6	110	100
Text Structures/ Story Grammar *	16	14.5	0	0	16	14.5	90	81.8	4	3.6	110	100
Theme Planning Thematic Units -Acr-Subj Int	16	14.5	4	3.6	20	18.2	86	78.2	4	3.6	110	100
Theme Planning Thematic Units -within L Arts	16	14.5	4	3.6	20	18.2	86	78.2	4	3.6	110	100
Theory & Research	48	43.6	22	20	70	63.6	36	32.7	4	3.6	110	100
Unit Planning-Acr-Subj Integration	10	9.1	8	7.3	18	16.4	88	80	4	3.6	110	100
Unit Planning-within Language Arts	12	10.9	17	15.5	29	26.4	77	70	4	3.6	110	100
Viewing (General)	11	10	12	10.9	23	20.9	83	75.5	4	3.6	110	100
Visual Literacy	3	2.7	6	5.5	9	8.2	97	88.2	4	3.6	110	100
Vocabulary Dev't	17	15.5	4	3.6	21	19.1	85	77.3	4	3.6	110	100
Vocabulary Inst./ Word Study	11	10	5	4.5	16	14.5	90	81.8	4	3.6	110	100
Whole Language	11	10	14	12.7	25	22.7	81	73.6	4	3.6	110	100
Word Identification/ Recognition	20	18.2	1	0.9	21	19.1	85	77.3	4	3.6	110	100
Word Processing/ Data Management	0	0	1	0.9	1	0.9	105	95.5	4	3.6	110	100

Writer's Workshop	22	20	4	3.6	26	23.6	80	72.7	4	3.6	110	100
Writing (General)	51	46.4	12	10.9	63	57.3	43	39.1	4	3.6	110	100
Writing to Learn	9	8.2	5	4.5	14	12.7	92	83.6	4	3.6	110	100
Writing Process(es)/ Models	52	47.3	2	1.8	54	49.1	52	47.3	4	3.6	110	100

* Marked items indicate topics that were not listed as choices in the Main Coding Instrument but which were written in as "Other" and which were present in 10 or more of the syllabi.

For explanations of abbreviations, please see Appendix F, Specific Guidelines for Decision Making during Coding.

Appendix I

Descriptions of Popular Textual Materials

Below are descriptions and some discussion of some the most popular textual materials in the study as identified in Figure 4.7, Figure 4.8, and Figure 4.9 in Chapter Four. These materials are in two categories: (a) journals and (b) textbooks and monographs.

Descriptions of the most popular curriculum documents are not included herein as I felt their popularity stemmed from location of institutions, not from qualities inherent in the documents themselves.

Journals

Language Arts has been published since 1924, when it was known as *Elementary English*. According to the National Council of Teachers of English (NCTE):

Language Arts is a professional journal for elementary and middle school teachers and teacher educators. It provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in pre-kindergarten through the eighth grade. Issues discuss both theory and classroom practice, highlight current research, and review children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators. (2004)

The Reading Teacher began in 1951 as the bulletin of the International Council for the Improvement of Reading Instruction (ICIRI), officially becoming *The Reading Teacher* in 1956 when that group joined with the National Association for Remedial Teaching (NART) to form the new International Reading Association (IRA; 2004). Though its content was initially quite focussed on the teaching of reading itself, the undeniable influence of the other language arts has strongly been felt for at least two

decades.

Each of these journals has some representation from Canada, as do the organizations with which each is affiliated, but the visibility of anything especially Canadian is extremely limited. A very small number of Canadians sit on the editorial review boards, and articles by Canadians appear from time to time, but the vast majority of content is American, as is the content concerning children's literature.

Canada does have some professional journals in English language arts, most notably *English Quarterly*, the official publication of the Canadian Council of Teachers of English Language Arts; however, this journal was named by only one instructor in the present study. Other Canadian professional journals are those that are organs of provincial language arts associations. Although a couple were mentioned by instructors in the study, and although they could well be introduced to preservice teachers as part of their involvement in provincial professional development organizations, such journals are not at all well known across the nation, and in fact, are sometimes not recognized by practicing language arts teachers in the provinces in which they are published. The American organizations are much larger, much more wealthy, and can afford to publish higher quality materials. The Canadian journals are published largely by volunteers, on behalf of organizations run by volunteers, and the vast majority are not peer reviewed as are the two American journals. The Canadian magazine *Orbit*, published by the Ontario Institute for Studies in Education (OISE) of the University of Toronto, though not a journal per se, is a scholarly publication that devotes some of its theme issues to language arts education (e.g., "Helping Struggling Readers Across the Grades") or to general

educational issues of relevance to language arts instruction (e.g., “Classroom Assessment”). *Orbit* was mentioned by two instructors in the present study.

Also worthy of mention are the most popular French educational journals published in Quebec. *Québec français*, subtitled *Pédagogie, littérature, langue, société* (and more recently *Littérature, didactique, langue, société*), is comprised largely of articles about education, with a focus on the teaching of language and literature. When it was initially founded in 1970, it was intended “. . . à soutenir et à promouvoir la cause du français dans les écoles et la société québécoises” [to support and promote the cause of French in Quebec schools and society] (*Gouvernement du Québec*, 2003). As well as pedagogical articles, *Québec français* includes reviews of a variety of francophone textual materials, primarily from Quebec, including material for adults as well as for children. *Vie pédagogique*, a publication of the Ministry of Education of Quebec, concerns all aspects of teaching from preschool through high school, with several articles concerning the teaching of language and language arts. Published since 1979, this journal aims to be both practical and theoretical. It is available free of charge to teachers in Quebec, and back issues are available via the Internet (*CogniScience Éditeurs*, 2003). Though as entities in and of themselves these journals were not included among the most popular items listed in the syllabi of the present study, both were represented very often within the set of specific journal articles required or recommended in the syllabi of French instructors (see the “Textual Materials Codes” section of Appendix F).

Textbooks and monographs

The most important of all the textual materials in the present study were the

textbooks and monographs, and among those, the most important were those selected most frequently, as listed in Figure 4.7, Figure 4.8, and Figure 4.9.

More than half of the English-language books listed by individual instructors were Canadian. Most popular, and equally popular, each being included by instructors of nine different courses, were *Classroom Voices: Language-Based Learning in the Elementary School* by David Booth, with Larry Swartz, and Meguido Zola (1994), and *Constructing Meaning: Integrating Elementary Language Arts* by Joyce Bainbridge Edwards and Grace Malicky (1996). Both are substantial textbooks, the former 398 pages in length, the latter 455 pages in length. *Classroom Voices* has been described as follows:

This resource combines theory and practice as it addresses the components of the reading, writing, and speaking processes. It provides assessment and evaluation strategies as well as suggestions for teaching spelling, grammar, and mechanics in the context of students' own work. Included are a detailed table of contents, additional suggestions for reading, references, and a bibliography of children's literature. (Saskatchewan Education, 2004a)

Similarly, *Constructing Meaning* was described as follows:

[a] comprehensive overview of the four language processes, this resource provides theoretical and practical information about the integrated nature of language learning and use. The book contains a detailed discussion of language learning and development, numerous practical suggestions for instruction, a section discussing assessment, examples of student work and classroom interactions, and lists of Canadian resources. Included are a table of contents, a glossary and an

index. (Saskatchewan Education, 2004b)

All of the authors of these top two books have taught LA C&I. Booth taught for years at OISE where he is currently Professor Emeritus and Coordinator of the Pre-Service Elementary Program. Swartz is an instructor at OISE, working in both the Department of Curriculum, Teaching & Learning and Elementary Preservice Teacher Education. Zola teaches in the Faculty of Education at Simon Fraser University. The three men have written together before and each has published several books, including children's literature and educational monographs in language arts. The three shared involvement in the elementary language arts series *Impressions* published in the mid to late 1980s by Holt, Rinehart and Winston of Canada; David Booth was the lead author.

Their *Classroom Voices*, though sufficiently comprehensive to be considered a textbook, in many ways has the voice and tone of an extended monograph. In fact, Judith K. Cassady of Bowling Green State University, in a brief review extract on the back cover of the book, stated

Classroom Voices is a refreshing compromise between textbook and novel, presenting current information with a professional attitude in a straightforward manner. The inclusion of many classroom discussions, as well as teacher's explanations and descriptions, give this text an air of reality not found in many textbooks.

The book is divided into 10 chapters, each actively supporting the philosophy of language-based language arts instruction, with a healthy inclusion of children's literature. While most chapters present expected content, such as chapters on emergent literacy,

reading, writing, talk, drama, and assessment, a final chapter entitled “How Teachers Learn” is also included. This chapter, as well as the overall tone of the book and the high degree of inclusion of teachers’ and children’s voices, distinguish it from standard fare.

Constructing Meaning, on the other hand, is a standard textbook. Though it, too, relies often on examples from real classrooms, its structure is usual for textbook material in that it contains chapter summaries, a glossary, and an extensive index (unfortunately missing from the Booth et al. book). Its authors are both from the University of Alberta. Edwards (currently Bainbridge) is a professor in the Department of Elementary Education, where she has taught language arts education courses for two decades. Grace Malicky is Professor Emerita at the same institution. Both have an extensive record of publications concerning language arts instruction. Since the initiation of their present study, their LA C&I textbook has been reissued in two additional editions (Bainbridge & Malicky, 2000, 2004).

Edwards and Malicky began their initial version by stating that “[i]n effective language arts programs, language is used in meaningful, purposeful ways by children and teachers who understand its holistic, constructive nature” (1996, p. xi). Their text is divided into 11 standard chapters, but they stressed that, in spite of these divisions, each aspect was connected with the others. Interestingly, their second edition comprises 14 chapters, with additional chapters on word identification, response to literature, and technology in the language arts classroom. In many ways their book appears to have arisen as a Canadian response to the popular American text, *Language Arts: Content and Teaching Strategies* (which itself was listed in Figure 4.9 among the most popular books

in the present study).

Originally written by Kenneth Hoskisson (of the Virginia Polytechnic Institute and State University) and Gail Tompkins (then of the University of Oklahoma, and currently of the California State University at Fresno), and first published in 1987, *Language Arts: Content and Teaching Strategies* was extremely popular with teacher educators across North America, so much so that it saw two subsequent editions with the partnering team (Tompkins & Hoskisson, 1991, 1995). With the retirement of Hoskisson, Tompkins produced a fourth American edition on her own (Tompkins, 1998), and recently, a 653-page fifth edition (Tompkins, 2002), complete with a “fully integrated Companion Website [which] provides users with access to minilessons, research, meaningful activities, and an online journal [and a] free CD-ROM with footage of a Language Arts classroom . . .” (Amazon.com, 2004). Simultaneously with Edwards and Malicky’s 1996 book, or as a direct counter to it, Tompkins and a group of associate professors from the University of Lethbridge, Robin Bright, Michael Pollard, and Pamela Winsor, authored a Canadian edition of *Language Arts: Content and Teaching Strategies* in 1999, with a second Canadian edition in 2002, and very recently, a third Canadian edition, with a copyright date of 2005.

The first edition of *Constructing Meaning* (the one listed in Figures 4.7 and 4.9) contains 11 chapters and the first edition of *Language Arts* by Tompkins et al. contains 13. All the chapters in both books concern expected content. *Constructing Meaning* has a chapter on assessment, whereas *Language Arts* does not. *Language Arts* includes a final chapter called “Putting It All Together” which is in essence little more than an expansion

of the "Instructional Approaches" section of its second chapter, "Teaching Language Arts." Special features of the latter book include a "Pro-Files" section visibly highlighting Canadian teachers and a "Teacher's Notebook" set of guidelines and checklists encapsulating key ideas for handy classroom reference. At 620 pages this Canadian edition of a very well established American textbook is considerably larger than either of the most popular Canadian materials. The fact that the length of Tompkins' fourth American edition (1998) is also 620 pages suggests that, in spite of some details, the Canadian edition is, in essence, the American text. An effort was made to emphasize Canadian children's literature and its authors and illustrators and to "Canadianize" examples, worthy efforts indeed that nonetheless leave instructors of LA C&I to ponder on their own whether or not Canadian children need teaching substantially different from that needed by American children.

Tompkins' fourth American edition (1998) and the first Canadian edition (Tompkins et al., 1999) both bore covers illustrating a quilt motif, described as representing the six interrelated modes of language arts. Adding another layer of meaningfulness, an introductory portion of the Canadian edition of the text featured teacher/librarian Sally Bender of Brandon, Manitoba who was quoted as saying, "The quilt is a perfect metaphor for the classroom—begin with small pieces and, through hard work and creative design, achieve a masterpiece of unity" (p. xx). I describe all this here because I thought it rather curious that the third edition of the Bainbridge and Malicky book (2002) also featured a prominent quilt design on its cover. I continue to wonder if the fact was coincidence, or if the intent was to parallel the rival book, to honour it, or,

perhaps, to confuse tired instructors and teachers in the act of making purchasing decisions. Either way, it seems clear to me that the two textbooks are similar in many ways.

Other popular Canadian books in English were *Language and Learning across the Curriculum* by Marion Crowhurst (1994) and *Weaving Webs of Meaning: Writing in the Elementary School* by Marilyn Chapman (1997). Crowhurst, now Professor Emerita, moved to North America from Australia in the late 1960s, taught at Brandon University, then moved to the University of British Columbia, where she worked in the Department of Language & Literacy Education. Chapman is currently an associate professor, also at the University of British Columbia in the Department of Language & Literacy Education. *Spelling: Sharing the Secrets*, the third popular Canadian monograph, was written by Ruth Scott (1993), an associate professor in the Faculty of Education at the Hamilton Campus of Brock University, who has researched and written extensively on spelling.

Interspersed with the top Canadian books were the American books, one by Cooper, one by Graves, and another by Tompkins (over and above her major text). The book by J. David Cooper, *Literacy: Helping Children Construct Meaning* (1997), whose title is echoed, consciously or not, in Edwards and Malicky's book discussed above, has been popular since the appearance in 1986 of his first edition, then entitled *Improving Reading Comprehension* (Cooper, 1986). Now in its fifth edition (Cooper & Kiger, 2002), it is used in some LA C&I courses but primarily in those focussing on reading methods. Donald Graves' *A Fresh Look at Writing* (1994) would serve as a companion volume to cover the mode of writing, though Graves' book is much less a textbook than

is Cooper's. Graves' book in many ways is his attempt to follow up his pivotal work entitled *Writing: Teachers and Children at Work* (1983), among the most influential of elementary C&I materials in LA, and surely the most influential in the area of writing instruction. Tompkins' *Teaching Writing: Balancing Process and Product* (1994), another of the most popular items in the present study, is more comprehensive than Graves' 1994 book and is clearly a textbook.

The two most popular French books were *Programme d'intervention auprès des élèves à risque : une nouvelle option éducative* [An Intervention Program for At-Risk Students: A New Educational Alternative], written by a team of educators headed by Lise Saint-Laurent (Saint-Laurent, Giasson, Simard, Dionne, & Royer, 1995), and the second edition of *Pour un nouvel enseignement de la grammaire : propositions didactiques*, [Renewing the Teaching of Grammar: Instructional Plans] edited by Suzanne-G. Chartrand (1996). Curiously, both Saint-Laurent and Chartrand are from *Université Laval*, as are the other members of Saint-Laurent's writing team. Both books were published in Montreal. Laval was Canada's first university and "... the very first institution in North America to offer higher education in French" (*Université Laval*, 2004), so perhaps it should be no surprise that its professors of education are leaders in producing material for preservice teacher education.

The third most popular French book, also published in Montreal, was *Pour un enseignement stratégique : l'apport de la psychologie cognitive* [Toward Strategic Teaching: The Contributions of Cognitive Psychology] by Jacques Tardif (1992), a professor at the *Faculté d'éducation, Université de Sherbrooke*. Tardif is an educational

psychologist, and, as his book's title indicates, he is an ardent advocate of cognitive psychology in education.

The three books are considerably different. Both Chartrand's and Tardif's books are part of the series «*Théories et pratiques dans l'enseignement*» ["Theory and Practice in Teaching"] put out by their publisher, *Les Éditions Logiques*, but their similarity ends there. Chartrand's book focusses on grammar instruction, Saint-Laurent's on strategies for working with struggling students, and Tardif's on a model of strategic teaching across subject areas. Only Chartrand's title suggests anything particularly relevant to the teaching of language arts, and represents a seemingly narrow band of the language arts spectrum.

Chartrand's book is an edited volume involving 14 contributors (besides herself) primarily from Quebec but also from other parts of francophone Canada and Europe. It is a second edition of a volume (Chartrand, 1995) that appeared merely a year earlier. Comprised of 447 pages, the second edition has been described as:

Cet ouvrage s'adresse à tous ceux qui se passionnent pour un nouvel enseignement grammatical, et offre des propositions didactiques concrètes aux enseignants qui veulent rendre l'apprentissage de la grammaire utile, formateur et passionnant. Les textes de la première partie, intitulée Orientations et contenus d'une nouvelle grammaire pour l'école, justifient le renouvellement de l'enseignement grammatical. La seconde partie cerne davantage les nouvelles démarches pour l'enseignement et l'apprentissage de la grammaire. La dernière partie fait état de l'enseignement de la grammaire au collégial et en langue

seconde. (Centre collégial de développement de matériel didactique, 2004)

[This work is intended for all those who have been eagerly awaiting a new way to teach grammar. It offers concrete teaching suggestions for teachers who want to make the teaching of grammar useful, developmental, and engaging. The first section, entitled “Directions and Contents of a New Grammar for Schools” provides justification for the renewal of grammar instruction. The second section emphasizes the new processes for the teaching and learning of grammar. The final section discusses the state of the art of the teaching of grammar in CÉGEP¹ and second language contexts.]

Chartrand and her contributors called for a break with traditional grammar teaching, for the replacement of dogmatic orthodoxy with an active, discovery approach that would situate the learning of grammar into meaningful communication contexts.

The other books do concern language arts to varying degrees. Saint-Laurent et al. (1995) opened with a chapter about theory wherein they discussed both cognitive and sociocultural ideas as foundational to their approach. The book, over 300 pages in length, contains 25 chapters in seven sections, two of which concern reading and writing respectively and total nearly 120 pages. While much of this material would be relevant to any teaching of reading and writing, the text is directed primarily to resource teachers and classroom teachers who work with resource teachers to implement a specific program

¹ CÉGEP (*Collège d'enseignement général et professionnel*) is a level of schooling in Quebec between high school and university, requiring two years for its general programs and three for its professional programs (Chartrand, 1996, p. 18).

based on research about teaching at-risk students and on collaboration and consultation of school personnel with one another and with students' families.

Tardif's 1992 book, of which a second edition of 474 pages (exactly matching the size of the first edition) appeared in 1997, consists of six chapters, each a testimony to his zeal for the scientific. He devoted an entire, long chapter to the introduction of cognitive psychology. Subsequent chapters concern motivation, memory and the representation of knowledge, and transfer of learning. While each of these chapters is certainly related to teaching, only the final two concern teaching directly, specifically outlining his conception of strategic teaching and the nature of the communication relevant to such teaching. No chapter concerns language arts particularly.