

RDG 390 READING & THINKING THROUGH THE LANGUAGE PROCESSES
SPRING 2008
College of Education
Department of Language, Literacy & Special Populations

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Text/Readings: Tompkins, Gail E. (2004). *Teaching writing: Balancing process and product*. (4th edition) Upper Saddle River, NJ: Merrill/Prentice Hall.

TEKS-Reading and Language Arts (online). Available at:
<http://www.tea.state.tx.us>

Course Description: This course is designed to help candidates become informed, reflective decision makers who can translate the understanding of balancing the writing process and writing products into appropriate instructional decisions for children. At the conclusion of this course pre-service teachers will be able to:

1. Discuss the degree and probable causes of children's difficulty with classroom writing processes, and
2. Use a range of assessment techniques to determine students' writing strengths and needs, and
3. Communicate student strengths and needs with colleagues and parents, and
4. Identify, select, and implement instructional strategies appropriate for meeting students' assessed needs.

Standards Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at Sam Houston State University.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>IRA Standards</u> • <u>Conceptual Framework #</u>
The candidate:			
1. Demonstrates knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent writers, listeners, and speakers.	1. Responses to readings and group discussions *2. Writer's Workshop 3. Professional Reading	*1. Observation of candidate taking a student through the writing process 2. Lesson plans and reflections	<u>1.1k-1.9k, 1.1s-1.6s</u> <u>2.1k-2.5k, 2.1s-2.6s</u> <u>3.1k-3.10k</u> <u>5.1k-5.8k, 5.10k, 5.2s-5.8s, 5.10s-5.13s</u>
2. Demonstrates knowledge of current approaches (writing workshop and creative writing, listening, and speaking).	1. Responses to readings and group discussions *2. Writer's Workshop 3. Mini-lessons for writer's workshop	1. Group discussion, self-evaluation 2. Lesson plans and reflections	<u>2.6k, 2.4s, 2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s</u>

3. Demonstrates skill in using language arts instructional strategies to help students become strategic writers	*1. Writer's Workshop 2. Mini-lessons for Writer's Workshop	1. Observations of candidate taking a student through the writing process	<u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u>
4. Demonstrates an awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.	1. Group discussions and responses to readings *2. Writer's Workshop	1. Discussion self-reflection 2. Lesson plans and reflections *3. Observation of candidate taking a student through the writing process	<u>4.19k, 4.12s</u>
5. Demonstrates skills in developing students' content area writing abilities.	*1. Writer's Workshop	1. Lesson plans and reflections	<u>4.11k-4.18k, 4.11s-4.18s</u>
6. Demonstrates knowledge of authentic writing assessment techniques as well as the skill in using them, and an understanding of the holistic scoring of writing	1. Group discussions 2. Practice holistically scoring student's writing 3. Writing lessons	1. Participation in discussion groups; self-evaluation 2. lesson plans and reflections	<u>3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s</u>
7. Demonstrates an ability to use the most current research to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	1. Responses to readings and group discussions 2. Jigsawing of textbook	1. Class discussion	
8. Understands the framework and key vocabulary of assessment-based literacy instruction.	1. Textbook, Chapter 5	1. Class discussion 2. Hands-on vocabulary review in groups	<u>1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k</u>
9. Understands the components of a balanced literacy program.	1. Textbook, Chapter 2	1. Participation in class writing activities	<u>7.1k-7.3k</u>
10. Understands and uses instructional strategies of an assessment-based literacy program.	1. Textbook, Chapters 2 & 5 *2. Writing lessons 3. Plans writing process instruction based upon assessment results	1. Lesson plans	<u>1.4s, 1.7s, 2.1s-2.3s, 3.2s, 4.1s, 4.9s, 5.3k, 5.5k, 5.1s-5.6s, 6.4k, 7.4k, 7.1s, 7.12s, 8.3k, 8.2s, 8.3s, 8.4s, 8.4s, 9.5s, 10.5k, 10.2s</u>
11. Articulates and uses information describing the stages of literacy development to assess and instruct students in writing.	1. Textbook, Chapter 2 2. Observation/assessment results	1. Group discussion 2. lesson plans	<u>2.1k, 1.3k, 1.6k, 1.7k, 1.3s, 1.7s, 4.1k-4.3k, 5.1k-5.5k, 6.1k, 6.2k, 7.5k, 7.7k, 7.1s, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1-9.4k</u>

12. Understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	1. Author Celebration	1. Parent letter	<u>1.8s, 2.4s, 3.4s,</u> <u>4.10s, 5.8s, 7.13s,</u> <u>8.8s, 9.7s, 10.4s</u>
13. Understands the need to communicate with other professionals in order to learn about and share current literacy research practices.	1. Informal debriefing sessions after lessons 2. Textbook, Chapters 1 & 15	1. Class discussion	<u>1.9s, 2.5s, 3.5s,</u> <u>4.11s, 5.9s, 7.14s,</u> <u>8.9s, 9.8s</u>

Web address for state standards: <http://www.tea.state.tx.us>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

The content of this course is delivered through in-class activities, mini-lessons taught by candidates, shared literature activities, readings from textbooks, class discussion, and lecture. 19.5 hours of student contact through guided reading activities and writing workshop are also included.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Developing specific skills, competencies, and points of view needed by professionals (reading specialists) in the field most closely related to this course (reading and literacy).
- 2) Learning fundamental principles, generalizations, or theories.

Important:

- 1) Gaining factual knowledge (terminology, classifications, methods, trends)

Course Content: The focus is on the developmental stages of writing and the interrelated language processes of listening, speaking, reading, and writing.

Course Requirements:

1) Letter of Introduction: You will have a family member (parent, brother/sister, aunt, uncle, etc.) write the instructor a letter that introduces you (offering interesting information) and explains why this person thinks you will be a good teacher. **10 points**

2) "My Name Is . . ." paper: You will write a research paper on the origin of your name. Include: where/who your name came from, how you got your nickname (if you have one) and what you would change your name to if you were to HAVE to change it. **30 points**

3) Snapshot paper: You will complete the writing process yourself as you write a paper about an early literacy experience. (More information in class.) **40 points**

4) Position paper: You will submit a formal paper stating your position on the importance of the writing process versus the importance of the final product. (More information in class.) **60 points**

5) Writing lesson plans: Candidates will complete at least 6 lesson plans: 1 on brainstorming, 2 on prewriting, 2 on revising, 1 on editing. These lesson plans must be submitted to the instructor and classroom teacher before the lessons can be taught. (More information in class.) **6 lesson plans @ 10 points each = 60 points**

6) One of these lesson plans (your choice) will be graded according to a rubric. 60 points

Evaluation:

1. Letter of Introduction	10 points
2. My Name Is. . .	30 points
3. Snapshot paper	40 points
4. Position paper	60 points
5. Writing lesson plans (6 @ 10)	60 points
6. Major lesson plan (rubric)	60 points
	TOTAL = 260 points

Evaluation Scale:

A = 92 - 100%	239-260 points
B = 82 - 91%	213-238points
C = 70 - 81%	182-212 points
D = 65 - 70%	169-181points
F = below 65%	below 169 points

Expectations:

ATTENDANCE: Regular and punctual attendance is required. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and are debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment that future employers are looking for. **It is not a good idea to miss any class!! However, a student may have 3 hours of absence without penalty. Any hours missed while working with elementary students will have to be made up on your own time and at the convenience of the classroom teacher.**

Attendance will be taken at 7:30 each Monday and Wednesday. Tardies will be handled through professionalism points.

ASSIGNMENT DUE DATES: It is expected that candidates will turn in assignments on time. Late assignments will have points removed at the following rate: one-third of the points removed for one calendar day late, one-half of the points removed for two calendar days late, and no points given for any assignment more than two calendar days late; however ALL assignments must be turned in.

ATTIRE: All candidates must dress according to the following dress code:

Males:

- Dress shirt or knit shirt with collar (shirts must be tucked in)
- Belt
- Dress pants worn at the waist
- All shoes must be worn with socks

Females:

- Dress slacks (full length, not Capri) or skirt (below the knee or longer)
- Dress (below the knee or longer)
- All tops must be somewhat loose fitting and cover ALL cleavage
- No midriffs showing even when arms are raised or you are sitting/squatting

Both:

- There can be no tattoos showing (you must cover them)
- There can be no piercing (tongue, nose, eyebrow, etc) other than one earring in each ear
- No sneakers or flip-flops

Any and all infractions of the above dress code will be dealt with at the instructor’s discretion.

ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.