

**RDG 275: Literacy as a Foundation for Learning**  
*RDG 275 is a required course for a Bachelor of Science and EC-8 Certification.*  
**College of Education**  
**Department of Language, Literacy and Special Populations**

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**Text/Readings:**

Ray, Wood, K. (1999) *Wondrous words: Writers and writing in the elementary classroom*. Urbana, IL: National Council of Teachers of English.  
Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.

**Course Description:**

The content and organization of RDG 275 are intended to accomplish two goals: the acquisition of skills to instruct students in writing and to improve the individual writing of each candidate.  
Prerequisites: None.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>Specialty Organization Standards</u></li> <li>• <u>Conceptual Framework #</u></li> </ul>
Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction	Participates as a member of a writing community in a reading and writing workshop.  Participates in class discussions.  Comprehension of material presented in text.	Published piece  Class discussions  Chapters 1, 2, 5, 11, 12 Test	<b><u>8.4k,, 8.5k, 8.6s, 9.5k</u></b>  <b>1.3</b>  <u>CF#1</u>
Use a wide range of instructional practices,	Prepare a writing strategy minilesson.	Share and discuss lesson plans with	<b>7.8k</b>

approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Comprehension of material presented in text.	other members in the class. Lectures Exam	<b>2.2</b> <u>CF#2</u>
Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds	Prepare a writing strategy minilesson. Read-alouds—modeling reading and writing Class lectures Poetry and Picture books Comprehension of material presented in text.	Journal writing Novel Poetry, Picture Books, Published poem Chapters 4, 6, 8, 9 Lectures Exam	<b>1.1s, 1.4s, 1.7s, 8.1s, 8.6s</b> <b>2.2, 2.3</b> <u>CF#1</u>
Use students' interest, reading abilities, and backgrounds as foundations for the reading and writing programs.	Reading Interest Survey	Paper and forum response	<b>3.1, 3.3</b>
Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds	Read-alouds—modeling reading and writing Class lectures Poetry and Picture books	Novel, Picture Books	<b>1.1s, 1.4s, 1.7s, 4.4k, 10.5k</b> <b>4.2, 4.3, 4.4</b> <u>CF #1</u>
Model reading and writing enthusiastically as valued lifelong activities	Reading and writing journals	Sharing of reading and writing journals Published writings	<b>8.1s, 8.6s, 7.10s</b> <b>4.3, 4.4</b> <u>CF 3</u>
Display positive dispositions related to reading and the teaching of reading	Reading and writing journals	Sharing of reading and writing journals	<b>8.1s, 8.6s, 7.10s</b> <b>4.4</b>

			<u>CF#3</u>
Assess and evaluate the assessment and evaluation of writing.	Analysis of four children's writing pieces. *	Analysis paper	<b>9.1s, 9.4k, 9.7s, 9.8s</b>  <b>3.3</b>  <u>CF#4</u>
Incorporate instruction of grammar, usage, spelling, and other language conventions into writing instructional time.	End of course reflection.	Reflection paper	<b>9.1s, 9.4k, 9.7s, 9.8s</b>  <b>3.3</b>

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

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

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

### Course Format:

The content of this course is delivered in a face to face classroom. In addition, course concepts are learned through self-study, collaborative study, small group discussions and writer response groups. Evaluation consist of self-evaluations, peer evaluations, and professor rubrics using rubrics for products, discussions and presentations.

In this course 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 need by professionals in the field most closely related to this course (writing and literacy).

Important:

1) Developing skill in expressing oneself orally or in writing.  
2). Learning to apply course material to improve thinking, problem solving, and decisions;

### Course Content

Week 1:	Journal responses Book clubs YA literature
Week 2	Found poetry Analysis of writing Writing group responses

Week 3	Strategy lessons Peer review for writing group Journal responses
Week 4	Strategy lessons Strategy Lessons Journal responses Published writing Reflection paper

### Course Requirements:

**A. Attendance.** Regular and punctual attendance is expected. Attendance demonstrates a level of responsibility and commitment that future employers like to see. Candidates will not be penalized for four (two class periods) or fewer hours of absence when assignments have not been missed. **However, more than four hours of absence will necessitate a drop of one letter grade in the final grade of each hour of absence.** Tardies and early departures are recorded. **Two early departures or tardies are the equivalent of one hour of absence.**

**B. Reading: (100 points)** You will select young adult novels and trade books, picture books and poetry from quality literature to read, respond to, and share and discuss in your literature circle. Candidates will read one full-length young adult book, 4 picture books, and four poems over the course of the semester. The professor will introduce possible choices for books, ideas for choices of poetry, and suggestions for picture books, but candidates may select any book that meets the criteria for this portion of the class. Grades for this assignment will be earned in class as candidates participate in various activities.

**C. Reading Journal. (50 points)** The candidates will keep a reading journal for the young adult novel they read. Through the journal entries, the professor will demonstrate various ways that reading journals can be kept. Candidates' responses should be more than just a summarizing of the book. You are expected to analyze, synthesize, and make connections between and among books and authors. Entries will be written in class on June 8, 15, & 22.

### D. Writing.

**Journals: (50 points)** Candidates will write 5 journal entries for the course. The professor will supply a prompt for each Thursday class period, but students may choose their own topic if they prefer to do so. Candidates will be expected to share their journal writing with their classmates and the professor.

**Process Paper: (100 points)** Candidates will take one piece of writing through the complete writing process. You will turn in the finished paper along with all drafts, revisions, edits, and conference notes. Poetry may be included in a piece but may not stand alone as the finished product. Class time will be provided for some of the writing. Conferences with peers and the professor will occur during class time.

**Poetry: (50 points)** Candidates will write two poems during the semester. Candidates will choose the topics for all the poems; the professor will direct students through the style of poetry writing.

**E. Mini-Lessons: (50 points)** Candidates will work in small groups to present a mini-lesson to the class. The topics for the mini-lessons will be provided by the professor. Candidates will randomly draw for the topics. A lesson plan will be prepared for the mini-lesson.

**F. Goal Setting for Reading and Writing (10 points)** Candidates will participate in a goal setting activity during the first few days of class. Candidates will set at least two goals in reading

and two in writing that they wish to accomplish during this course. Periodic review of the goals will be conducted, and candidates will respond in writing as to the progress they are making toward their goals.

**G. Tests: (200 points)** Two tests, a midterm and a final, will be given.

**H. Professionalism (25 points)** You are currently in a professional course of study which prepares you to be a responsible adult accountable to and for our priceless children, their parents, your colleagues, and administrators. This is not a responsibility that can be taken lightly. Your joyful and enthusiastic participation as well as a responsible attitude will be extremely important. The structure of this course necessitates that each learner take responsibility for his/her own learning. This will be evidenced by being in class, participating, and staying on-task while in class. Please remember that if you carry on private conversations while the professor or your peers are presenting, you will not receive the full benefit of this course, and you will prevent others from receiving the full benefits of this course.

Candidates will be asked to bring items for prompts as the professor directs. Some possible examples of items follow: a picture, a stuffed toy, an article of clothing, your favorite food.

**Evaluation (\* indicates field-based activity):**

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

- Late assignments with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.
- Late readings, viewings, or postings subtract from Professionalism/Participation points. One day -- minus 3 points; Two days -- minus 5 points; After two days -- minus 8 points.
- Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 2 points per section.

Letter grades: A= 90-100% B= 80-89% C= below 80%

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

**Reading = 100**

**Reading Journal = 50**

**Writing Journal= 50**

**Process Paper = 100**

**Poetry = 50**

**Mini-lesson = 50**

**Goal Setting = 10**

**Tests = 200**

**Professionalism/Participation = 25**

**Total Points = 635**

**Expectations:**

**Cell phones must be turned off in class. If you are in the midst of an emergency, and need your cell phone on vibrate, please talk to me before class. If I hear a cell phone ring or make noise in class, a pop quiz will be given immediately. If this happens during a test or quiz, then an automatic 10-point deduction will be imposed on everyone's test score. All pop quizzes will be averaged into your daily grades.**

**STUDENT 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.

**Bibliography:**

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