

Sam Houston State University
College of Education
Department of Language Literacy and Special Populations

Spring 2008
RDG 390
Thursday 8:30-2:30

This is a required course for Reading/Language Arts Specialization

Through programs dedicated to collaboration instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Department: Language, Literacy, and Special Populations

Course Number/Title RDG 390: Reading and Thinking Through the Teaching of Language Arts

Text: 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> or www.tenet.edu/teks/languagearts

Handouts (on blackboard)

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 Office Hours: By appointment

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.

Course Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities (*indicates field-based activity)	Performance Assessment	Standards: <u>State Standards</u> <u>ACEI Standards</u>
1. Candidates will demonstrate their knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and	Responses to readings and group discussions *Writer's Workshop *Guided and shared reading or tutoring lessons	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student produced book	<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, 5.1k-5.8k,</u> <u>5.10k, 5.2s-5.8s, 5.10s-</u> <u>5.13s</u> <i>1, 2a, 2b, 2i 3a, 3d, 5b</i>

speakers.	Literature unit Book shares	Unit, lesson plans, reflections Lesson Plans	
	Professional Reading	Article, synopsis of article	
2. Candidates will demonstrate knowledge of current approaches--basal reader, language experience, literature-based, thematic units, writing workshop, creative expression, and performing text--for teaching reading, listening, and speaking.	Responses to readings and group discussions	Participation, rubric assessment of responses	<u>2.6k, 2.4s, 2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s,</u>
	*Writer's Workshop	Rubrics assessing product and reflection on teaching. Student-produced book	<i>1. 2b</i>
	*Guided and shared reading or tutoring lessons	Lesson plans and reflections	
	Literature unit	Unit, lesson plans, reflection	
	Book shares	Lesson plans	
	Basal Evaluation	Written analysis of basal readers	
	Strategy shares and minilessons for writer's workshop	Lessons plans and classroom presentations	
3. Candidates will demonstrate skill in using language arts instructional strategies to help students become strategic readers and writers.	*Writer's Workshop	Rubrics assessing product and reflection on teaching. Student-produced book	<u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u>
	*Guided and shared reading or tutoring lessons.	Lesson plans and reflections	1, 2a, 2b
	Literature unit	Unit, lesson plans, reflection	
	Book shares	Lesson plans	
	Strategy shares and minilessons for writer's workshop	Lesson plans and classroom presentations	
	Phonics test	Test score	
4. Candidates will demonstrate an awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.	Responses to readings and group discussions.	Participation, rubric assessment of responses	<u>4.19k, 4.12s</u>
	*Writer's Workshop	Rubrics assessing product and reflection on teaching. Student-produced book	<i>2b, 3d</i>
	*Guided and shared reading or tutoring lessons.	Lesson plans and reflections	
	Literature unit	Unit	
		Lesson plans	

	Book shares Inquiry projects	Presentations and reflections	
5. Candidates will demonstrate skills in developing students' content area literacy abilities.	*Writer's Workshop *Guided and shared reading or tutoring lessons Literature unit Book shares	Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and reflections Unit, lesson plans, reflection, language chart, and student products Lesson plans	<u>4.11k-4.18k, 4.11s-4.18s</u> <i>2b, 3d</i>
6. Students will demonstrate a knowledge of authentic reading and writing assessment techniques and skill in using them; understand formal testing instruments, including TAKS and demonstrate the ability to evaluate instructional materials.	Responses to readings and group discussions *Writer's Workshop *Guided and shared reading or tutoring lessons Inquiry projects	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching Lesson plans and reflections Presentations and reflections	<u>3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s</u> <i>2b, 4</i>
7. Candidates will demonstrate knowledge of children's literature, including those with multicultural emphases, and skill in using trade books to teach the language arts.	Responses to readings and group discussions Literature unit Book shares	Participation, rubric assessment of responses Unit, lesson plans Lesson plans	<u>4.7k, 4.10s</u> <i>2b, 5b, 5d</i>
8. Candidates will demonstrate 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.	Responses to readings and group discussions Article review *Guided and shared reading	Participation, rubric assessment of responses Article review sheet Lesson plans	<u>2b, 5b, 5d</u>
Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: -State Standards -Specialty Organization Standards
The candidate understands the framework and key vocabulary of assessment-based literacy instruction.	Chapter 1 Text	Test	1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k <i>2b, 4, 5</i>
The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Chapters 2, 3, 10 of text, results of	Test Student samples of Assessment Formative results from assessment tools	1.8k, 3.3s, 4.9s, 5.4k, 5.7s, 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s

how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	informal assessments, formative assessment statements		2b, 4, 5
The candidate understands the components of a balanced literacy program.	Chapter 4 text	Test, constructed models	7.1k – 7.3k 1, 2b, 2i
The candidate understands and uses instructional strategies of an assessment-based literacy program.	Chapter 4 text Construct lesson plans based upon assessment results Teach lesson plans	Formative results from assessment tools Lesson plans	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, 9.4s, 9.5s, 10.5k, 10.2s 3a, 5
The candidate articulates and uses information describing the stages of literacy development to assess and instruct a student in reading and writing.	Chapters 5 – 9 Text Assessment results Lesson Plans Case Study Report	Test Assessment results Lesson Plans Summative evaluation Case Study Report	1.2k, 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, 7.7s, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1k – 9.4k
The candidate understands the rationale for and the use of formal and standardized tools of assessment.	Chapter 11 Text	Test	1.8k, 9.6k, 9.1s, 10.1k 2b, 4
The candidate understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	Chapter 12 Text Parent letter discussing the results from the assessment and instruction of their child	Test Parent letter	1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s 2b, 5c
The candidate understands the need to communicate with other professionals in order to learn about and share current literacy research practices.	Informal debriefing sessions after tutorials Chapter 12 Text	Test	1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s 2b, 5b

Web address for State Standards: www.tea.state.tx.us

Web address for Reading Professional Standards: reading.org

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.

Course Content:

The course is designed to help you become an informed, reflective decision maker who can translate understandings of literacy processes and methodology into appropriate instructional decisions for children.

390 - The focus is on the developmental stages of writing and the interrelated language processes of listening, speaking, reading and writing.

Course Requirements:

All assignments that are turned in need to have a blank rubric attached.

1. Professionalism. You are currently in a professional course of study which prepares you to be a responsible teacher and accountable to and for our most precious assets, our children, their parents, your colleagues and administrators. This is not a responsibility to be taken lightly. Your joyful and enthusiastic participation as well as a responsible learning attitude will be exemplary models for our young children. Sam Houston Elementary School is our host school for this course. You are a guest in this school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you're cheerful and enthusiastic, and you show that you're grateful to be here. In this course, everyone begins the semester with 50 points, the maximum for exemplary professional behavior. Loss of points can be the result of absences, tardies, unfinished or poorly prepared work, poor communication between your colleagues or mentor teachers, negative attitudes, lack of initiative, impatience, rudeness, or other unprofessional behavior. A loss of 5 points for each such occurrence can be expected. More points can be lost depending on the seriousness of the infraction. In addition, loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the professors and your mentor teachers determine the final total of professionalism points. **NOTE:** If all professionalism points are lost, the final grades for RDG 390 cannot be higher than a D. **(50 points)**

2. Writer's Workshop (child's writing pieces): With input from your mentor teacher, you will take a child/children through the stages of the writing process. You will be responsible for planning sessions (using the lesson plan format provided by professor), observing the children as they go through the process, a detailed reflection on the learning (both your own and the child/children), and producing a published piece for each child, one for the child to take home and a copy for me. Additionally, you will produce an analysis of the child, the process, and your own learning, and produce a brief report for your mentor teacher and the child's parents. Each time the candidate works with the student, a completed lesson plan must be complete and present. These plans will be checked regularly/randomly and assessed for completeness and appropriateness. Be prepared! If a lesson plan is not in evidence, the candidate will not be allowed to work with the students on that day and professional points will be deducted. Four lesson plans of your choice (each from a different stage of the writing process) will be turned in to be graded. Specific requirements will be explained in detail. **(75 points)**

3. Writing Workshop (candidate's writing pieces): We will participate in writing workshops as a class to practice our craft and develop our writing process strategies. You will be expected to turn in 4 "published pieces", including a multi-genre writing assignment (25 points), a literacy history (25 points), an Important Book (5 points) and a narrative (25 points). [The multi-genre writing piece will begin with interviewing your partner. Then you will choose three different genres and write about the information. These will be presented in class in order to get to know everyone better.] Prewriting experiences will also be required. **Rough draft attempts as a result of the experiences need to be saved and turned in when assignments are due.** The published pieces and the literacy history will be finished copies and will be graded for mechanics. Other writing activities will be part of the class experience but will not be evaluated formally. Write often. Even the writing we do in class as part of strategy shares should be placed in your writing folder. Refer to the writer's workshop requirement page. A minimum of 2 pages of writing each week should be completed outside of class and added to your writing folder (5 points).

4. Strategy Minilesson: Working individually, candidates will choose a strategy to share with the class. Candidates will hand in a copy of their lesson in the form of a handout. You should come prepared to teach the lessons. See rubric and strategy share/minilesson guideline paper for details. We will sign up for these strategy minilessons at the beginning of the semester. The candidate can get **ideas** from a variety of sources, but the lesson needs to be original, not copied. **(50 points)**

5. Chapter Readings/Discussions: Candidates will read chapters from the course text and will be expected to discuss and review the material with chapter study groups. Candidates will be asked to respond to the readings in a variety of ways. The candidates will also do a self-evaluation and that score will be finalized by the group coordinator which will change for each chapter. (**chapter group discussions 5 @ 10 each**).

6. Professional Reading and Discussion. Candidates will select and read one article from either *The Reading Teacher* or *Language Arts* that relates to the content of this course and prepare a reflective synopsis. Journals are available in the library and on-line. Information from the article will be shared in class. Articles must be full-length features and not departmental columns. A copy of the article will be submitted with the 1-2 page synopses. (**25 points**)

7. Writing Workshop Reflection Paper: Students will write a reflection paper describing their learning and experiences after taking the students through the writing process. Candidates will describe their own learning as well as the students' learning. (**100 points**)

8. Exit Interview. Candidates will participate in an exit interview with all professors at the end of the semester.

All assignments MUST be turned in! Points will be deducted for late assignments.

Points:

Professionalism	50 pts.
Writer's Workshop - (child's writing pieces)	75 pts.
Writing Workshop - (candidate's writing pieces)	85 pts.
*Multigenre Writing (25 pts.)	
*Important Book (5 pts.)	
*Literacy History (25 pts.)	
*Narrative Piece (25 pts.)	
*Writing Folder (5 pts.)	
Strategy Minilesson	50 pts.
Chapter Study Groups (5 @ 10 points)	50 pts
Writer's Workshop Reflection	100 pts.
Professional Reading 1 @ 25 points	25 pts.

Total Points: 435

Evaluation: A = 94-100% (409-435) C = 80-86% (348-377) F = Below 73% (316 & below)
B = 87-93% (378-408) D = 73-79% (317-347)

All assignments must be completed to receive a grade for this course.

The professor reserves the right to alter course requirements to better meet the learning needs of the preservice teachers.

Typed assignments are to be 12 point, Times font, and 1 inch margins on all sides.

Expectations:

ATTENDANCE: Regular and punctual attendance is required. Attendance will be taken every Thursday at 8:30. 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. The hours you make up on your own time will have to be documented, signed by the candidates mentor teacher and turned in. If you miss more than 15 minutes of class on two separate occasion, it will be documented as an absence. Professionalism points will be deducted for any time missed due to tardiness or early departure.

ASSIGNMENTS: All assignments must be completed and are due at the beginning of the class period on the date assigned. Submission of work at any other time that day will be considered late. All assignments not submitted on time/due date will reduce professionalism points as well as your grade on the assignment. Poorly completed or incomplete assignments in need of revisions will result in deductions as well. 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)

There can be no tattoos showing (you must cover them)

There can be no piercing (tongue, nose, eyebrow, etc)

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: No sneakers or flip-flops

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

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. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

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.