

RDG 285 - Literacy Across the Curriculum– Summer I - 2008

College of Education
Department of Language Literacy and Special Populations

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.

Course Number and Course Title: RDG 285 - Literacy Across the Curriculum – Summer I - 2008

Instructor: Name: Cindy Clark
 Madisonville
 Home phone: 936 -348 - 6505
 Cell phone: 713-291-3599
 Email: cindy6814@sbcglobal.net
 SHSU clc047@shsu.edu

Text/Readings: Content Area Literacy (ninth edition) by Bean, Reardon and Baldwin
 Selected readings to be used in class: *The Call of the Wild* by Jack London, *The Lady or the Tiger* by Richard Frank Stockton, *Island of the Blue Dolphins* by Scott O'Dell, *Talking Earth* by Jean Craighead George, *Number the Stars* by Lois Lowery, *The Best School Year Ever* by Barbara Robinson

Course Description/Objectives:

- 1) To provide knowledge about current practices, research, and methodology for teaching and assessing reading, writing, listening, and speaking.
- 2) To develop an understanding of the cognitive development of children in regard to their literacy acquisition and to plan learning activities appropriate to developmental levels.
- 3) To develop an awareness of the diversity in student's abilities and cultural backgrounds with the goal of providing appropriate instructional practices for each learner.
- 4) To develop knowledge of the wide range of trade books available for children/adolescents and strategies for helping children/adolescents select appropriate materials.
- 5) To provide opportunities for reflection and verbal and written responses to literacy understandings.

Standards Matrix:

Objectives/Learning Outcomes		Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i>

	Activities (* indicates field-based activity)		
The candidate understands that literacy develops in an often predictable pattern from pre-reading (emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition.	Lecture In-class additional reading activities Text	Test	4.1k, 4.2k, 4.3k, 4.4k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s
The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Lecture Text	Test Student samples of 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 2 2b, 4, 5
The candidate understands the components of a balanced literacy program.	Lecture Text	Test	7.1k – 7.3k 1, 2b, 2i
The candidate understands the importance of fluency to reading comprehension and is aware of ways to provide opportunities for	Lecture Text	Test	6.1k, 6.2k, 6.4k, 6.2s, 6.2s, 6.6s

children to improve their fluency.			
The candidate understands that writing to communicate is a developmental process and is aware of ways to provide instruction that helps young children develop competence in written communication.	Lecture Text	Test Reading and Writing Connections	8.1k – 8.3k, 8.1s – 8.8.4s

Web address for state standards: www.tea.state.tx.us

Web address for specialty organization standards: reading.org

Course Format:

The format for the course will be discussion, group literature circles and discussion, lecture, and presentations by students.

COURSE REQUIREMENTS:

1. Attendance: Regular attendance is expected. More than three hours absence or 2 classes may result in a drop of one letter grade in the final grade for each hour of absence.

2. Examinations: 2 examinations will be scheduled throughout the course period (200 points or 100 points each test). June 13 -Chapters 1-5; June 27- Chapters 6-12

3. Interview a teacher or someone in the education field about the impact or changes NCLB (No Child Left Behind) Act of 2002 has made in the classroom. This should be treated as a formal paper and is to be typed in a font of 12 black ink only. [1-2 pages] Due Friday June 6th. (40 points)
4. Book Talks: Students will choose one of the selected books to read. Based upon that selection, students will be assigned to groups. Each group will meet to plan several times during the next few class times for about 15 minutes. Each person will be given a role. Very soon (June 11, 12, 13) each group will present a Book Talk to the class. (40 points)
5. Adolescents Book List: Each student will compile a list of his/her 25 favorite books to be used in the classroom with students. These should be , chapter books, predictable books, or any books that you consider to be your favorites. The authors of the books should be included on the list (25 points).
6. Literature Circles: Students will be divided into groups for literature circles over the text. Each group will divide up their chapter for a jigsaw for each assigned chapter. Each person will be responsible for providing their group mates with a handout over their chapter. Chapters 6, 7, and 8 (60 points). June 18 - Chapter 6; June 19 - Chapter 7; June 20 - Chapter 8
7. Class Discussions (55 points)

Grading Scale: 420 points are possible in this course.

A (90-100%)	380+ points
B (80-89%)	340-380 points
C (70-79%)	320-340 points
D (60-69%)	300-320 points
F (below 60%)	below 300 points

Late assignments will be accepted only if prior arrangements have been made with the instructor.

All assignments must be completed in order to receive a grade for this class.

All assignments will be turned in at the beginning of the class in order to be accepted as on time.

Friendly reminder...please turn off your cell phone before class.

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.

