

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 393 – Emergent Literacy – Summer 1 2008

Instructor: Name **Dr. Melinda Miller**
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Text/Readings: McGee, Lea & Richgels, Donald (2000). *Literacy's Beginnings: Supporting Young Readers and Writers*.

Selected readings to be passed out in class.

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 students' 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 and strategies for helping children select appropriate materials.
- 5) To provide opportunities for reflection and verbal and written responses to literacy understandings

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <i>Specialty Organization Standards</i>
The candidate understands that literacy develops in an often predictable pattern from pre-reading (emergent literacy) to conventional literacy and that individual	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

variations occur in literacy acquisition.			
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 children to improve their fluency.	Lecture Text	Test	6.1k, 6.2k, 6.4k, 6.2s, 6.2s, 6.6s
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

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 may result in a drop of one letter grade in the final grade for each hour of absence.
2. Examinations: 4 examinations will be scheduled throughout the course period (200 points).
3. Learning to read reflection: Students will write a one-page reflection on what they remember about learning to read (20 points).
4. Learning to Read Interviews: Students will interview five readers about their memories of learning to read. The students should interview one person older than 70 years, one person who is 50 – 60 years old, one person who is 30 – 40 years old, one teenager, and one elementary student. Students will turn in a one page written reflection/summary with their interviews (25 points).
5. Reading/Writing Connection: Each student will prepare a reading and writing lesson for Kindergarten, First-grade, or Second grade. The student will choose a book and select a writing activity to go with it. The student will read the book to his/her group and present the writing activity (40 points).
6. Children's Book List: Each student will compile a list of his/her 25 favorite books to be used in the classroom with children. These can be picture books, 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).
7. Literature Circles: Group members will divide up each chapter of the text for a jigsaw. Each group member will present her jigsaw to the rest of the group. A handout should be included. (40 points).
8. Book Tasting: Students will be divided into groups and will share a picture book with the class and bring a food related to the book to share with the class (also bring your recipe!) We will sign up for times to share these. (10 points).
9. Book Talks. Groups will read a book by Vivian Paley and meet in Book Talk Literature Circles 5 different times. Each group will prepare a book talk and present it to the class. (25 points).
10. Literacy Centers. Each group will prepare a literacy center to present to the class. You will sign up for a day to present. (15 points).

Grading Scale: 400 points are possible in this course.

A (90-100%)	360+ points
B (80-89%)	320-359 points
C (70-79%)	280-319 points
D (60-69%)	240-279 points
F (below 60%)	below 240 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.

Friendly reminder...please turn off your cell phone before class. And please, no texting in 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.