

**RDG 534 Literacy Instruction in Grades EC-4
Spring 2008**

RDG 534 is a course designed for graduate students working in an alternative teaching certification program

**College of Education
Department of Language, Literacy & Special Populations**

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Test/Readings: Gail Tompkins (2006). Literacy for the 21st Century-A Balanced Approach, Fourth edition. Pearson/Merrill Prentice Hall. **(Required)**

Texas Reading Initiative Documents and/or TEKS – Reading and Language Arts (on-line)

Course Description: This course is a graduate level reading – language arts methods course that uses research and researched best-practice to inform and guide instructional decision-making. As such a high degree of professional commitment from candidates for certification is expected. At the conclusion of the course the candidates should understand the relationship between reading/language arts and the literacy experiences of children in grades Pre-K through 4. They should also understand the interconnectedness of content area knowledge and literacy skills.

Standards Matrix:

Objectives/Learning Outcomes	Activities (*indicates field-based activity)	Performance Assessment	Standards: State Standards Conceptual Framework #
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 speakers	Responses to reading and group discussions *Writers workshop *Guided and shared reading or tutoring lessons *Book shares *Literature Unit	Participation – Rubric assessment of responses Rubric assessing product/teaching. Student produced book Lesson Plans and reflections Lesson Plans Unit materials	001, 002, 004, 007, 008, 009, 010, 011, 012, 014, 015, 018, 019 <i>1, 2a, 2b, 2i, 3a, 3d, 5b</i>

<p>Candidates will demonstrate knowledge of current approaches – basal reader, language experience, and literature-based, the integrated language arts, writing workshop, creative expression, content area literacy, readers theater and participatory text –for teaching reading, writing, listening and speaking.</p>	<p>*Writers Workshop: Strategy shares and mini lessons for writers workshop</p> <p>*Guided and shared reading and tutoring lessons</p> <p>*Book shares</p> <p>*Literature Unit</p> <p>Basal Evaluation</p>	<p>Rubrics assessing product and reflection on teaching. Student produced book</p> <p>Lesson plans and reflections</p> <p>Lesson Plans</p> <p>Unit, language chart, student products</p> <p>Written analysis of basal readers</p>	<p>003, 005, 008, 009, 010, 019</p> <p><i>1, 2b</i></p>
<p>Candidates will demonstrate skill in using language arts instructional strategies and knowledge of the Texas Essential Knowledge and Skills (TEKS). They will learn various strategies for helping children become strategic readers and writers</p>	<p>*Writer's workshop</p> <p>*Guided tutoring lessons</p> <p>*Literature Unit</p> <p>Strategy shares and mini lessons for writers workshop</p>	<p>Rubrics assessing product and reflection on teaching. Student produced book.</p> <p>Lesson Plans and reflections</p> <p>Unit, lesson plans, language chart, student products</p> <p>Lesson plans</p>	<p>001, 002, 003, 004, 005, 013, 017, 019</p> <p><i>1, 2a, 2b</i></p>
<p>Candidates will demonstrate awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.</p>	<p>Responses to reading and group discussions</p> <p>*Guided and shared reading or tutoring lessons</p> <p>*Writers Workshop</p> <p>*Literature Unit</p>	<p>Participation, rubric assessment of responses</p> <p>Lesson plans and reflections</p> <p>Rubrics assessing product and reflections on teaching.</p> <p>Unit materials and language chart</p>	<p>003, 018</p> <p><i>2b, 3d</i></p>
<p>Candidates will demonstrate knowledge of interesting trade books for children including those with multicultural emphasis.</p>	<p>*Literature Unit</p> <p>*Book shares</p>	<p>Unit, lesson plans, reflections, language chart and student products</p> <p>Lesson Plans</p>	<p>003, 018</p> <p><i>2b, 3b</i></p>
<p>Candidates will demonstrate an ability to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.</p>	<p>Responses to reading and group discussions</p> <p>*Writers workshop</p> <p>*Guided and shared reading and tutoring</p>	<p>Participation, rubric assessment of responses</p> <p>Rubrics assessing products and reflections</p> <p>Lesson plans and reflections</p>	<p><i>2b, 5b, 5d</i></p>

	*Literature Unit	Unit, lesson plans, reflections and student products	
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Web address for state standards: <http://www.tea.state.tx.us> or www.tenet.edu/teks/languagearts

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:

Course content will be delivered through lecture, self-study, in class workshops and collaborative groups, and, if appropriate in-school experience. During class periods literacy concepts, theories and strategies appropriate for primary aged learners will be discussed and practiced. Course materials will be available and group discussions held via the Blackboard system.

Course Content:

This course is designed to help candidates become informed, reflective decision makers who can translate understanding of literacy processes and methodology into appropriate instructional decisions for children. Specifically, this course will develop candidate's:

1. Knowledge of theories, processes and principles of children's language and literacy development from emergent through fluent level readers, writers and language users.
2. Knowledge of current approaches and materials – including basal, language experience and literature based resources for teaching classroom reading and writing.
3. Knowledge of scientifically based strategies for developing phonemic awareness, phonics, vocabulary, comprehension and fluency in early grade literacy programs.
4. Awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.
5. Knowledge and use of a full range of library resources in a literacy program.

Course Requirements:

1. **Exploring Your Textbook** -- This assignment will be completed on the first day of class and turned in for a grade.
2. **Chapter Study Activities** -- The textbook is our main informational resource for this course. You will be assigned to read chapters and respond to the materials in various ways. Sometimes you will jigsaw with other class members and sometimes you will have question response activities. At other times you may be asked to discuss your reading with other class members via a Blackboard Discussion site. You will receive credit for participating in these study – discussion events.
3. **Professional Articles** -- Each candidate will share 2 journal articles in a small group setting. The article should focus on either a reading or language arts topic. Each article should be summarized and critiqued (one to two page length) before the discussion session. Summary and critique will be submitted for a grade. Full bibliographic information using APA style should be used with each article.
4. **Writer's Workshop** – Candidates will participate in writing workshop activities to practice the craft of writing and develop knowledge of writing process strategies. Students will be expected to turn in at least **two** “published” pieces of which one will be a statement of your personal literacy history.

5. **Shared Book Experience** – Each candidate will do a shared reading with the class. Books will be supplied by instructor. The book will **also** be shared with a class of children and the experience will be documented using a Book Share Form that will be made available.
6. **Literature/Content Mini-Unit** – Candidates will prepare a themed instructional unit plan based upon an age/grade appropriate topic. The unit will include a bibliography of at least twenty story and information books and detailed descriptions of at least 10 age/grade literacy activities.
7. **Basal Exploration** – Working in pairs candidates will review and evaluate a basal reader and accompanying teacher’s manual for one grade level. Observations and evaluations will then be shared in combined groups. Reviews and evaluation statements will be turned in for a grade.
8. **Phonics Mastery Quiz** -- Given the increased emphasis on phonics by policy makers and curriculum specialists we will give a concerted effort to understand the content and instruction of decoding and work attack. Mastery at an 80% level is required.
9. **Examinations** – Two tests will be given during the semester. A calendar of test dates will be attached to this syllabus.

Evaluation:	Exploring Your Textbook	30 points
	Chapter Studies (approx. 5 @ 10 each)	50 points
	Professional Articles (2 @ 15 each)	30 points
	Writers Workshop (15 each)	30 points
	Book Shares	30 points
	Literature / Content Unit	50 points
	Basal Exploration	20 points
	Phonics Mastery	30 points
	Examinations (2 @ 50 each)	100 points

Grading Scale: 350 points are possible in this course

A (93 – 100%)	325 – 350 points
B (80 – 92 %)	280 – 324 points
C (70 – 79%)	245 – 279 points
D (60 – 69%)	210 – 244 points
F below 60%	below 210 points

Expectations:

Attendance and timeliness – Candidates must attend class and arrive on time and refrain leaving early. **More than 3 hours of absence WILL result in the drop of one letter grade in the final grade for each subsequent absence.**

Completion of assignments -- Assignments should be turned in at the designated time. Late work is **not acceptable** without prior approval from the instructor. Ten points will be deducted from the grade for each day the assignment is late.

Class participation – Candidates will fully participate during in-class discussions.

Cell phones – Candidates are asked to turn off their cell phones prior to arrival to class. Participation in cell phone conversation and/or texting will result in an individual being asked to leave the classroom.

Intellectual honesty – It is assumed that candidates will exhibit high standards of academic integrity in the preparation of group work, papers, and testing.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.91 (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, 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.