

Standards Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at Sam Houston State University.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards <i>ACEI Standards</i>
1. Candidates will demonstrate their knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent level writers, listeners, and speakers.	Responses to readings and group discussions *Writer's Workshop Professional Reading	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student-produced book Article, synopsis of article	<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</u> <u>5.1k-5.8k, 5.10k, 5.2s-5.8s, 5.10s-5.13s</u> <i>1, 2a, 2b, 2i, 3a, 3d, 5b</i>
2. Candidates will demonstrate knowledge of current approaches (writing workshop and creative expression) for teaching writing, listening and speaking.	Responses to readings and group discussions *Writer's Workshop Strategy shares and mini-lessons for writer's workshop	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and classroom presentations	<u>2.6k, 2.4s, 2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s</u> 1.2b
3. Candidates will demonstrate skill in using language arts instructional strategies to help students become strategic writers.	*Writer's Workshop Strategy shares and mini-lessons for writer's workshop	Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and classroom presentations	<u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u> 1, 2a, 2b
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 *Writer's Workshop	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student-produced book Presentations and reflections	<u>4.19k, 4.12s</u> 2b, 3d
5. Candidates will demonstrate skills in developing students' content area writing ability.	*Writer's Workshop	Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and reflections	<u>4.11k-4.18k, 4.11s-4.18s</u> 2b. 3d
6. Students will demonstrate knowledge of authentic writing	Responses to readings and group discussions	Participation, rubric assessment of responses	<u>3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s</u>

assessment techniques as well as the skill in using them and an understanding of the holistic scoring of writing.	*Writer's Workshop	Rubrics assessing product and reflection on teaching Presentations and reflections	2b, 4
7. Candidates will demonstrate the 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	Participation, rubric assessment of responses Lesson plans	2b, 5b, 5d
8. The candidate understands the framework and key vocabulary of assessment-based literacy instruction.	Textbook: Chap. 5	Group presentations	<u>1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k</u> 2b, 4, 5
9. The candidate understands the components of a balanced literacy program.	Textbook: Chap. 2	Class project on the components of a comprehensive program	<u>7.1k-7.3k</u> 1, 2b, 2i
10. The candidate understands and uses instructional strategies of an assessment-based literacy program.	Textbook: Chaps. 2 & 5 Plan writing process instruction based upon assessment results	Formative results from assessment tools Lesson plans	<u>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</u> 3a, 5
11. The candidate articulates and uses information describing the stages of literacy development to assess and instruct a student in writing.	Textbook: Chap. 2 Assessment results Lesson plans	Group presentations Assessment results Lesson plans Summative evaluation	<u>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, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1k-9.4k</u>
12. The candidate understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	Author Celebration Parent letter discussing the results from the assessment and instruction of their child	Parent letter	<u>1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s</u> 2b, 5c
13. 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 Class discussions	Group discussions with shared notes	<u>1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s</u> 2b, 5b

Web address for state standards for grades EC – 8 and grades 4-8 Reading/Language Arts: www.tea.state.tx.us

Web address for Reading Professional Standards: reading.org

Course Format: The course format includes in-class activities, mini-lessons taught by candidates, readings from textbooks, and class/group discussions, and professional reading in organizational journals.

Course Content:

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

Course Requirements:

1. Reading Assignments: Candidates (in groups) will be assigned chapters (or parts of chapters) of the text to read and discuss in class. (No points)

2. Writing Process Project: Candidates will guide a child through the writing process. Students will produce a published book that will be bound and kept by the students. A writing process lesson plan form will be used to plan the lessons. A copy of these plans will be submitted to the instructor each week for 10 weeks. **Each time the candidate works with the student, a completed lesson plan must be in evidence. These plans will be collected 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 will receive a zero for that assignment. Two of the 10 lesson plans will be graded. 2 @ 60 ea. = 120 points**

3. Writing lesson plans: Candidates will complete 10 lesson plans; one for each session with students. **50 points**

4. Multi-Genre Assignment: Candidates will interview a class member on the first day of class. Information gained during this interview will be used to introduce your partner to the class. You will present this information in a creative way using the format of: a newspaper article, a wanted poster, a book jacket, a brochure, an obituary, etc. You must turn in both your information notes with evidence of how you organized them AND your “creative” presentation for a grade. **30 points**

5. “My Name is. . .” project: You will write a research paper on the origin of your name. Include: where/who your name came from, how you got your nickname (if you have one) and what you would change your name to if you were to have to change it. **30 points**

6. Snapshot project: You will complete the writing process yourself as you write a paper about an early literacy experience. (More information in class.) **40 points**

7. One paper of your choosing: We will write many papers in class that will not be taken through the entire writing process. You may choose from among those for one additional paper to be submitted for a grade. **30 points**

8. Letter of introduction: You will have a family member (parent, brother/sister, aunt, uncle, etc.) write me a letter that introduces you to me and explains why this person thinks you will be a good teacher. **10 points**

Expectations:

Attendance: Regular and punctual attendance is required. 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 like to see. **It is not a good idea to miss any class. A student may have six (3) hours of absence. Attendance is strictly required for any class period spent working with the students in the school setting. Attendance will be taken each day of class.** Tardies will be handled through the professionalism points.

Assignment due dates: It is expected that candidates will turn in assignments on time. Late assignments will not be accepted without prior arrangements with the course instructor. Professionalism points will be deducted for late work.

Points:

2. Writing Process Project 2 @ 60 ea	120 points
3. Writing lesson plans 10 @ 5 ea	50 points
4. Multi-Genre Assignment	30 points
5. My Name Is . . . Assignment	30 points
6. Snapshot Project	40 points
7. Paper of your choosing	30 points
8. Letter of Introduction	10 points

Total points: 310

Evaluation Scale:

A= 93 – 100%	288-310 points
B= 83 – 92%	257-287 points
C= 73 – 82%	226-256 points
D= 65 – 72%	202-225 points
F= below 65%	below 202

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the pre-service teachers.

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 him/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.

Proposed Calendar	
August: Chapters 1 & 2	Teaching Children to Write Writing Workshop
September: Chapters 3-5	Writing Strategies & Skills Writer's Tools Assessing Students' Writing
October: Chapters 6-9	Genres: Journals, Letters, Descriptive, and Biographical
November/December: Chapters 10-13	Genres: Expository, Narrative, Poetry, and Persuasive