

RDG 393 Emergent Literacy

Class Meeting and Times: Wednesday, 5:30-8:20 pm / Aug. 22- Dec. 12

Room Location: University Center #216

Description: *Candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, skills, and dispositions necessary to create a positive learning environment. Through a collaboration of research, instruction and practice, candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

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Office Hours: By Appointment
Office: Room 315 / University Center

Required Texts

Christie, J.F., Vukelich, C., & Enz, B.J. (2007). *Teaching language and literacy: Preschool through the elementary grades (3rd Ed.)*. Upper Saddle River, NJ: Allyn & Bacon.

Neuman, S.B., Bredekamp, S., & Copple, C. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children (with International Reading Association).

Required Materials 1½" to 2" binder; notebook paper (college rule) (NO SPIRALS)

**** Bring your textbook, binder and note-taking/writing materials to class each session.**

Course Description:

Language and cognitive development, listening, speaking, reading, and writing theories and instructional practices with children from birth to grade three. Credit 3. (Current SHSU Undergraduate Catalog)

The candidate will be able to:

- Understand current practices, research, and methodology for teaching and assessing listening, speaking, reading, and writing, including national initiatives and reports.
- Demonstrate an understanding of the cognitive development of children in regard to their literacy acquisition, and to plan learning activities appropriate to developmental levels.
- Appreciate the diversity in students' abilities and cultural backgrounds with the goal of providing appropriate instructional practices for each learner.
- Select appropriate instructional materials for young children from a wide range of trade books and other materials.
- Provide opportunities for reflection, and verbal and written responses to literacy understandings.



Standards Matrix			
Objectives	Activities	Performance Assessment	State Standards <i>Specialty Organization Standards</i>
Students will compare the development of predictable patterns from pre-reading (emergent literacy) to conventional literacy, and distinguish individual variations that occur in literacy acquisition.	Course readings Chapter study/lecture Learning to Read Reflection Learning to Read Interviews Alphabet Book	Grading Rubric Study Questions Exam	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
Students will become familiar with using a variety of assessment tools and techniques both formal and informal to determine the student's needs in order to provide appropriate reading/writing instruction.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Course readings Chapter study/lecture	Grading Rubric Study Questions Exam	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
Students will become familiar with the components of a balanced literacy program in connection with state standards.	Course readings Chapter study/lecture Book Bags	Grading Rubric Study Questions Exam	7.1k – 7.3k 1, 2b, 2i
Students will investigate fluency with reading comprehension and will become aware of ways to provide opportunities for children to improve their fluency.	Course readings Chapter study/lecture Favorite Book List Read Alouds – Reader of Day	T Grading Rubric Study Questions Exam	6.1k, 6.2k, 6.4k, 6.2s, 6.6s
Students will demonstrate how writing to communicate is a developmental process. They will determine and construct ways to provide instruction that helps young children develop competence in written communication.	Course readings Chapter study/lecture Book Bags	Grading Rubric Study Questions Exam	8.1k – 8.3k, 8.1s – 8.8.4s

Course Format

The format will include lecture or narrative presentations, small group and whole class discussions, and small group and individual presentations and activities. Students should check Blackboard daily for information regarding assignments, class meetings, etc.

Expectations for Professional Behavior

Review “Expectations” from LLSP website. Students are expected to behave in a professional manner at all times.

Academic Dishonesty

Each student is expected to complete all assignments in an ethical manner, and to submit only original work. Cheating will not be tolerated. At the minimum, the assignment in question will receive a grade of ‘0’ and the student will be referred to the LLSP Dispositions/Professional Concerns Committee. Print the SHSU policy regarding Academic Dishonesty (<http://www.shsu.edu/~vaf> www.aps/documents/810213.pdf), read carefully, and put in course notebook.

Visitors

Visitors (e.g., roommates, friends, spouse, children, parents, etc.) are not allowed during class. Any exceptions must be arranged with the instructor prior to class.



Attendance Policy

Students are expected to attend class and to arrive on time. You must sign the roll sheet at the beginning of each class period to document your attendance. Class sessions are important to your understanding of the material, and regular and punctual attendance indicates responsibility and professionalism. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials from your class “buddy”. Always notify the instructor prior to or immediately after your absence either by phone or e-mail.

Students may miss three hours **of class time** during the semester without penalty. For the next three hours of absence, 30 points will be deducted. If you miss more than 6 hours, the highest grade you can make in the course is a ‘C’. If you miss more than 9 hours, you will have to retake the class. Missed class assignments will result in additional point deductions. Three tardies or leaving early is the equivalent of 3 hours of absence. Any exceptions to this policy will be at the discretion of the Instructor, based on individual circumstances.

Print SHSU attendance policy (http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf), read carefully and put in course notebook.

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 class 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.

Print SHSU policy for absences on Holy Days (http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf), read carefully, and put in course notebook.

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 adversely impact your work in this class, register with the SHSU Counseling Center and meet with the instructor to consider strategies to support full participation and achievement in this course. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center (Lee Drain Annex) or by calling (936) 294-1720.

General Criteria for Assignments

All assignments completed outside of class must be computer-generated/typed, double-spaced using a 12 point Times New Roman font with a 1” border all around, and spell-checked/proofread to be error free. Points will be deducted for misspellings, poor grammar, etc. Most assignments will require a cover page (title of document; student’s name; prepared for: (professor’s name); course name, number and section; and date submitted). Attach the appropriate grading checklist to each assignment as it is submitted. Hand-written work will only be accepted for work completed and submitted in class. **All assignments must be completed and submitted before the scheduled final exam (failure to do so will result in failing the course).** Any exceptions will be at the discretion of the Instructor.

Assignments will be collected at the beginning of class. If your work is submitted after the date/time specified, the following points will be deducted:

- Up to 24 hours late – 25% of the total points will be deducted.
- 25 to 48 hours late – 50% of the total points will be deducted.
- 49 to 72 hours late – 75% of the total points will be deducted.
- More that 72 hours late – will have no point value, but must be completed to pass the course.

Course Assignments and Evaluation Methods

The grading criteria/checklist for each assignment will be given when the assignment is introduced.

Assignment A: Class Binder, In-class Reflections, Class Participation/Professionalism, Service Learning Project, Downloads, BLACKBOARD Assignments, Reader of the Day, etc. (100 points)

Students will: behave in a courteous, professional manner; turn off and put away cell phones; participate in activities; check BLACKBOARD daily and respond to announcements, posts, etc. as needed; prepare a 1.5" to 2" binder to collect/organize course materials. This assignment will include a variety of in-class and out-of-class activities.

Assignment B: Learning to Read Reflection (50 points)

Students will keep a reflective reading response journal based on the reading of the book *Learning to Read and Write*. The purpose of a reading journal is to encourage careful reading and response. Students will tell what you think events, words, situations, etc. mean. Use everyday language and write down your reactions as you read, not the moment before they're due.

Assignment C: Learning to Read Interviews (60 points)

Each student will interview six readers about their memories of learning to read and prepare a paper (4-5 pages).

Assignment D: Favorite Books List/Read-Aloud (20 points)

Each student will compile a list of his/her 5 favorite books from childhood (in APA format), including a brief synopsis of each book. – Reader of the Day

Assignment E: Chapter Discussion Groups/Presentations (50 points)

In groups of three or four, students will select one chapter of the text. As a group, the students will use the instructor's PowerPoint presentation and create study questions to present the content of the chapter to the class.

Assignment F: Research Report (50 points)

Each student will select one issue/topic related to literacy acquisition from the selected chapter and write a four-page research report on that issue.

Assignment G: Book Bag (100 points)

Each student will prepare a book bag. Select a children's book and develop five activities: (1) story retelling and comprehension; (2) letter or word work; (3) oral language and vocabulary; (4) writing; and (5) content extension. Prepare a written lesson plan and create the props/materials described. Book bags will be presented to the class.

Assignment H: Alphabet Book (50 points)

Each student will prepare a topical alphabet book to share with the class.

Assignment I: Study Questions/Exams (200 points)

Study questions will be completed for each chapter. Four (4) examinations will be scheduled throughout the course.

Grading Scale (650 possible points)

- A 93 – 100% (604-650 points)
- B 85 – 92% (552-603 points)
- C 77 – 84% (500-551 points)
- D 70 – 76% (455-499 points -- must retake class)
- F Below 70 % (less than 455 points -- must retake class)

The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus to meet the needs of individual students or the class as a whole.



Tentative Schedule/Assignments – Fall 2007 (Subject to Change)

Class	Date	Topic/Assignment	Reading Due	Assignment Due
1a	August 22	** Course overview (syllabus, introductory activities, form “buddy” groups, etc.) ** Introduce Assignment A: Notebook, journal, Reader of the Day...	None	
		** Review Syllabus ** Jigsaw Activity -- Learning to Read part 1 ** Introduce Assignment B: Learning to Read Reflection Information sheet --		
2a	August 29	** Chapter 1/2 Presentation/Discussion	Chapter 2	Ch. 1 & 2 Study Questions
		** Introduce Assignments E & F: Research Reports and Chapter Discussion Groups/Presentations		
		** Introduce Assignment C: Learning to Read Interviews (due 9/19)		
3a	September 5	** Chapter 3 Presentation/Discussion	Chapter 3	Ch. 3 Study Questions
		** Assignment B due: Learning to Read Reflection		Learning to Read Reflection
		Creating Books – Using Patterns		
4a	September 12	BLACKBOARD ASSIGNMENT ** EXAM #1: Chapters 1-3		BLACKBOARD
5a	September 19	** Chapter 4 Group Presentation/Discussion	Chapter 4	Ch. 4 Study Questions
		** Assignment C Due: Learning to Read Interviews ** Introduce Assignment D: Favorite Books		Learning to Read Interviews
6a	September 26	** Introduce Assignment H: ABC Book	Planning time	
		** Chapter 5 Group Presentation/Discussion ** Chapter 6 – Literacy Circle Discussions	Chapter 5 & 6	Ch. 5/6 Study Questions
7a	October 3	BLACKBOARD ASSIGNMENT ** Assignment D Due: Favorite Books		BLACKBOARD
		BLACKBOARD ASSIGNMENT ** EXAM #2: Chapters 4-6		BLACKBOARD
Class	Date	Topic/Assignment	Reading Due	Assignment Due
8a	October 10	** Chapter 7 Group Presentation/Discussion/Practice	Chapter 7	Ch. 7 Study Questions
		** Introduce Assignment F: Research Paper		
9a	October 17	** Chapter 8 Group Presentation/Discussion/Practice	Chapter 7	Ch. 7 Study Questions
		** Introduce Assignment G: Book Bags		



Class	Date	Topic/Assignment	Reading Due	Assignment Due
10a	October 24	** Assignment H due: ABC Books (sharing)		ABC Books
		** Chapter 9 Group Presentation/Discussion	Chapter 9	Ch. 9 Study Questions
		** Review Assignment F handout & answer questions		
11a	October 31	Independent Study for students to work on research		
12a	November 7	** Chapter 10 Group Presentation/Discussion	Chapter 10	Ch. 10 Study Questions
		** Assignment F: Research Paper Due		
13a	November 14	BLACKBOARD ASSIGNMENT ** EXAM #3: Chapters 7-10		BLACKBOARD
	November 21	Thanksgiving Holiday		
14a	November 28	** Assignment G due: Book Bag Presentations (Group A) – Students will give feedback on the presentations given.		Book Bags
		** Chapter 11 – Literacy Circle Discussion	Chapter 11	Ch. 11 Study Questions

Class	Date	Topic/Assignment	Reading Due	Assignment Due
15a	December 5	** Assignment A due: Binder		Binder
		** Assignment G due: Book Bag Presentations (Group B) – Students will give feedback on the presentations given.		Book Bags
16a	December 12	** Assignment G due: Book Bag Presentations (Group C) – Students will give feedback on the presentations given.		Book Bags

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