

**College of Education
Department of Language, Literacy and Special Populations
Sam Houston State University**

**RDG 393.03 – Emergent and Beginning Literacy
(Writing Enhanced)
Fall 2007**

MWF / 11:00-11:50 a.m. / SHSU, TEC, Rm. 107G
RDG 393 is required for EC - 6 Certification



Through programs dedicated to collaboration in 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.

Instructor	Kay Timme, M.Ed., Assistant Professor Teacher Education Center, #135 Office Phone: (936) 294-4559 Email: cmt009@shsu.edu	P.O. Box 2119 / SHSU Home Phone: (281) 360-7819
Office Hours	Monday By Appointment Tuesday 4:30 – 5:30 p.m. (University Center) Wednesday 8:30 – 9:00 a.m.; 10:30 – 11:00 a.m.; 12:30 – 4:00 p.m. (SHSU TEC) Thursday By Appointment Friday 8:30 – 9:00 a.m.; 10:30 – 11:00 a.m.; 12:30 – 4:00 p.m. (SHSU TEC)	
Required Texts	Christie, J.F., Vukelich, C., & Enz, B.J. (2007). <i>Teaching language and literacy: Preschool through the elementary grades (3rd Ed.)</i> . Upper Saddle River, NJ: Allyn & Bacon. Neuman, S.B., Bredekamp, S., & Copple, C. (2000). <i>Learning to read and write: Developmentally appropriate practices for young children</i> . 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.**

**** The instructor will communicate with you through your SHSU e-mail and Blackboard. Be sure to check each system daily.**

LLSP Vision Statement

You are to be commended for your choice to become a teacher. Nowhere else will you have the opportunities to touch and influence the lives of children and adolescents. The mission of the teacher preparation program and faculty is to foster the knowledge, skills, and dispositions you will need to be a successful educator. Please know that the faculty is united in support for you and your journey toward becoming a teacher. Everything you do in your teacher preparation coursework is designed purposefully - ALL directed toward YOUR future success.

Course Description/Objectives/Content

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

The candidate will be able to:

- Identify and describe current practices, research, and methodology for teaching and assessing listening, speaking, reading, and writing, including national initiatives and reports.
- Describe how literacy develops (both reading and writing), and plan learning activities appropriate to developmental levels.
- Explain the impact of 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.

Standards Matrix			
Objectives	Activities	Performance Assessment	State Standards <i>Specialty Organization Standards</i>
The candidate will be able to:			
Describe how literacy develops in both predictable and unique patterns from pre-reading (emergent literacy) to conventional literacy.	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
List and describe a variety of assessment tools and techniques, and explain 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 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
Identify and describe the components of a balanced literacy program.	Course readings Chapter study/lecture Book Bags	Grading Rubric Study Questions Exam	7.1k – 7.3k 1, 2b, 2i
Explain the importance of fluency to reading comprehension and can describe ways for children to improve their fluency.	Course readings Chapter study/lecture Favorite Book List	T Grading Rubric Study Questions Exam	6.1k, 6.2k, 6.4k, 6.2s, 6.6s
Describe the developmental stages of writing to communicate, and can describe 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, 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 (20 points)

Each student will write a two-page reflection on what he/she remembers about learning to read.

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 3 favorite books from childhood (in APA format), including a brief synopsis of each book. Share one of your favorite books as a read-aloud.

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 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)

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

Class	Date	Topic/Assignment	Reading Due	Assignment Due
1a	August 20	** Course overview (syllabus, introductory activities, form “buddy” groups, etc.) ** Introduce Assignment A: Notebook, journal, etc.	None	
1b	August 22	** Review Syllabus ** Introduce Assignment B: Learning to Read Reflection		
1c	August 24	** Begin Chapter 1 Presentation/Discussion	Chapter 1	
2a	August 27	BLACKBOARD ASSIGNMENT Lyrics Analysis (6 + 1 Traits)		BLACKBOARD
2b	August 29	** Share Blackboard Assignment ** Continue Ch. 1 presentation		
2c	August 31	** Assignment B due: Learning to Read Reflection Share in groups ** Chapter 1 Study Questions ** Introduce Assignment C: Learning to Read Interviews (due 9/19)		Learning to Read Reflection Ch. 1 Study Questions
3a	September 3	LABOR DAY HOLIDAY		
3b	September 5	** Class Big Book ** Introduce Assignments E & F: Research Reports and Chapter Discussion Groups/Presentations		
3c	September 7	** Position Paper Group Work	Position Paper	
4a	September 10	** Position Paper Sharing/Discussion		Sharing
4b	September 12	** Chapter 2 Presentation/Discussion	Chapter 2	Ch. 2 Study Questions
4c	September 14	** Chapter 3 Presentation/Discussion	Chapter 3	Ch. 3 Study Questions
5a	September 17	BLACKBOARD ASSIGNMENT ** EXAM #1: Chapters 1-3		BLACKBOARD
5b	September 19	** Assignment C due: Learning to Read Interviews Share in Groups		Learning to Read Interviews
5c	September 21	** Learning to Read Simulation ** Environmental Print Activity		Environmental Print
6a	September 24	** Chapter 4 Group Presentation/Discussion	Chapter 4	Ch. 4 Study Questions
6b	September 26	** Chapter 4 Papers/Sharing		Ch. 4 Papers
6c	September 28	** Examine Alphabet Books Introduce Blackboard Assignment: Alphabet Book		
7a	October 1	BLACKBOARD ASSIGNMENT Design ABC Book (do not have to make this)		BLACKBOARD
7b	October 3	** Chapter 5 Group Presentation/Discussion	Chapter 5	Ch. 5 Study Questions
7c	October 5	** Chapter 5 Papers/Sharing		Ch. 5 Papers

Class	Date	Topic/Assignment	Reading Due	Assignment Due
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8a	October 8	** Chapter 6 Group Presentation/Discussion	Chapter 6	Ch. 6 Study Questions
8b	October 10	** Chapter 6 Papers/Sharing		Ch. 6 Papers
8c	October 12	BLACKBOARD ASSIGNMENT ** EXAM #2: Chapters 4-6		BLACKBOARD
9a	October 15	BLACKBOARD ASSIGNMENT Intro Assignment D: Favorite Books		BLACKBOARD
9b	October 17	** Chapter 7 Group Presentation/Discussion	Chapter 7	Ch. 7 Study Questions
9c	October 19	** Chapter 7 Papers/Sharing		Ch. 7 Papers
10a	October 22	** Introduce Assignment G: Book Bags		
10b	October 24	** Chapter 8 Group Presentation/Discussion	Chapter 8	Ch. 8 Study Questions
10c	October 26	** Chapter 8 Papers/Sharing		Ch. 8 Papers
11a	October 29	BLACKBOARD ASSIGNMENT		BLACKBOARD
11b	October 31	** Chapter 9 Group Presentation/Discussion	Chapter 9	Ch. 9 Study Questions
11c	November 2	** Chapter 9 Papers/Sharing		Ch. 9 Papers
12a	November 5			
12b	November 7	** Chapter 10 Group Presentation/Discussion ** L to R&W: 103-110: Assessment	Chapter 10	Ch. 10 Study Questions
12c	November 9	** Chapter 10 Papers/Sharing		Ch. 10 Papers
13a	November 12	** Assignment G due: Book Bag Presentations		Book Bags
13b	November 14	BLACKBOARD ASSIGNMENT EXAM #3: Chapters 7-10		BLACKBOARD
13c	November 16	BLACKBOARD ASSIGNMENT		BLACKBOARD
14a	November 19	** Assignment G due: Book Bag Presentations		Book Bags
	November 21	THANKSGIVING HOLIDAY		
	November 23	THANKSGIVING HOLIDAY		
15a	November 26	BLACKBOARD ASSIGNMENT		BLACKBOARD
15b	November 28	** Chapter 11 Presentation/Group Discussion	Chapter 11	Ch. 11 Study Questions
15c	November 30	** Chapter 11 Papers/Sharing		Ch. 11 Papers

Class	Date	Topic/Assignment	Reading Due	Assignment Due
16a	December 3	** Assignment A due: Binder		Binder
16b	December 5	** Service Learning projects due		Service Learning
16c	December 7	STUDY DAY		
17		FINAL EXAM		FINAL EXAM

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.