

Spring 2008
RDG 393 - Emergent and Beginning Literacy
College of Education
Department of Language Literacy and Special Populations
Wednesday Evenings / 5:30-8:20 p.m./University Center

Instructor: Mrs. Jana Beard
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 Office hours: by appointment

Text/Readings: 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).

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

Standards Matrix			
Objectives	Activities	Performance Assessment	State Standards Specialty Organization Standards
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

Web address for state standards: www.tea.state.tx.us
 Web address for specialty organization standards: reading.org

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.

Course Format:

The format for the course will be discussion, lecture, and presentations by students. During class sessions literacy concepts, theories, and strategies appropriate for emergent learners will be discussed and practiced. The professor's instructional focus is to assist pre-service teachers to become reflective practitioners.

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.

Visitors

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

Attendance Policy:

Regular attendance is expected. **More than three hours absence (one class day) will result in a drop of one point per hour of absence.** Class sessions are important to your understanding of the material. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. If you miss any class, **it is your responsibility to obtain the needed handouts, information and materials from a class "buddy"**. Two tardies are the equivalent of one absence. **It is your responsibility to sign the roll sheet at the beginning of every class.**

Disability Statement:

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, Lee Drain Annex, or by calling (936) 294-1720.

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.

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, 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.

Assignments will be collected at the beginning of each 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 REQUIREMENTS:

1. **Class Participation, Professionalism, BLACKBOARD assignments:** Students will behave in a courteous, professional manner. Each candidate is moving toward a professional stance in teaching. It is expected that your professional participation in activities as well as positive attitudes and dispositions toward learning be exhibited throughout this course. **(50 points)**
2. **Literature Circles:** Students will participate in literature circles throughout the course. Each student will have a role to play during the literature discussion. The instructor will assign chapters and articles for the literature circles throughout the course. **(20 points)**
3. **Exams:** 2 exams will be scheduled throughout the course period. Study guides will be given the week before each exam. **(200 points).**
4. **Learning to read reflection:** Students will write a two-page reflection on what they remember about learning to read **(20 points).**
5. **Learning to Read Interviews:** Students will interview six 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, and one person of the student's choice. Students will prepare a 4-5 page written reflection/summary with their interviews **(50 points).**
6. **Children's Book List and Individual Book Share:** Each student will compile a list of his/her 5 favorite books to be used in the classroom with children. These can be picture books, chapter books, predictable books, or any books that you would consider reading to Kindergarten – 3rd grade classroom students and that you consider to be your favorites. Each title should be accompanied by the author's name and a brief synopsis of the book. Each student will share one of his/her favorite books as a read-aloud. **(40 points).**

7. **Book Bags:** Students will get into groups according to their grade level interests. Each group will prepare a book bag. The group will select a theme and develop two activities from the following areas (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. **(100 points)**
8. **Mini Inquiry:** You will participate in an Inquire project with a partner. This will be over a specific area of interest in early literacy experiences of children. The inquiry will culminate in a class presentation including a demonstration lesson where appropriate. A 1-2 page handout for each class member will accompany this presentation. **(50 points)**
9. **Reflection Paper:** A 1-2 page paper will be turned in on the last day of class reflecting on you learning in this class. Complete instructions will be provided in class. **(20 points)**

Grading Scale

550 points are possible in this course.

A (93-100%)	511-550 points
B (80-92%)	440-510 points
C (70-79%)	385-439 points
D (60-69%)	330-384 points
F (below 60%)	less than 329 points

Friendly reminder...please turn off your cell phone before class.