

RDG 536 LITERACY AND LEARNING GRADES 8-12

SPRING 2008

College of Education

Department of Language, Literacy and Special Populations

RDG 561 is a required course for those individuals enrolled in a post baccalaureate program leading to a teaching certification.

Instructor: Dr. Nancy K. Votteler
TEC 107B
P.O. Box 2119/SHSU
Phone and voice mail: 936-294-1138
[nkvteller@shsu.edu](mailto:nkvotteler@shsu.edu)
Office hours: 10:00-1:30 (all other times by appointment)

TEXT/READINGS

Tovani, Cris. (2004) *Do I Really Have to Teach Reading?* Stenhouse Publishers: Portland, Maine.
(ISBN 1 57110 376 7)

Buehl, Doug. (2001) *Classroom Strategies for Interactive Learning.* International Reading Association:
Newark, Delaware (ISBN 0-87207-284-3)

Tovani, Cris. (2002). *I Read It But I Don't Get It.* Stenhouse Publishers: Portland, Maine
(or another book of your choice related to reading and/or writing in your specific content area from
www.Heinemann.com more details will follow)

COURSE DESCRIPTION:

This section of RDG 536 is designed as an "on-line only" course. This course will explore factors affecting skills development in adolescent readers; young adult book titles and authors; current research; adolescent reading interests; and instructional techniques for teaching reading and writing as well as using reading and writing to teach content area and fine arts skills and concepts.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none">• <u>State Standards</u>• <u>Specialty Organization Standards</u>• <u>Conceptual Framework #</u>
Demonstrate that writing/composing are a part of the communication process	Participate as a member of a writing community in Writing Workshop.* Complete an individual inquiry on a topic related to the course objectives. *	Published writing PowerPoint presentation and written paper	<u>5.1k, 5.2k, 5.3s,</u> <u>5.4s, 5.6s, 6.2k, 6.3k</u> 5.3 CF#3
Apply the standards for language arts	Teach a content area reading strategy lesson.*	Lesson plan, teaching	<u>2.2s, 2.3s, 2.9s,</u> <u>2.10s, 2.11s, 2.12s</u>

developed by professional organizations		Share and discuss lesson plans with other educators. Forum responses	2.1, 2.2, 2.3 CF #1, CF #2
Write in different genres for different purposes, for differing audiences	Ordeal by Cheque Participate as a member of a writing community in Writing Workshop. *	Published writing Writers Support Group	5.3k, 6.2s, 6.4s 4.2 CF #3
Critique content area resources for best instructional practice	Critique 5 content area resources. *	Paper	9.4k, 9.5k CF #4
Investigate the development nature of the reading.	Complete an individual inquiry on a topic related to the course objectives.*	PowerPoint presentation and written paper Lesson plan, teaching reflection paper.	1.9k, 3.10k, 3.11k, 3.12k, 1.1, 2.1k, 2.2k, 2.3k, 5.2 CF #1, CF #2, CF #3
Analyze content area textbooks.	Fry Readability Formula*	Analysis paper	9.6k 3.1 CF #4
Incorporate instruction of grammar, usage, spelling, and other language conventions into writing instructional time.	End of course reflection.	Reflection paper	1.9s, 6.2s, 6.9k, 6.10k 1.2, 1.3 CF #1

Web address for **state standards**: <http://www.tea.state.tx.us>

Web address for **specialty organization standards**:
<http://www.reading.org/advocacy/standards/introduction.html>

Web link for **Conceptual Framework**: <http://www.shsu.edu/~ncate/concept.html>

COURSE FORMAT:

The content of this course is delivered using Blackboard. In addition, course concepts are learned through self-study, collaborative study, small group discussions, writer response groups and small PowerPoint presentation. Evaluation consist of self-evaluations, peer evaluations, and professor rubrics using rubrics for products, discussions and presentations.

In this course focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Developing specific skills, competencies, and points of view need by professionals in the field most closely related to this course (writing and literacy).

Important:

1) Gaining factual knowledge (terminology, classifications, methods and trends).

COURSE CONTENT:

- Week 1 Course overview, technology exploration, reflection
 An interactive view of reading and writing
 Guiding thinking through text frames
 Comprehension tools
 Ordeal by Cheque—Part I
- Week 2: Comprehension and context reading
 The importance of mental modeling
 Accessible texts and text sets
 Instructional texts and its purpose
 Cooperative grouping
 Assessment
 Textbook Readability
- Week 3: Fake reading
 Tools and strategies for strategic reading
 Connecting prior knowledge to new knowledge
 Teaching a content reading strategy lesson
- Week 4: Questioning strategies
 Inference strategies
 Ordeal by Cheque—Part II
- Week 5 Inquiry presentation
 Content area resources
 Reflection paper

PROCEDURES, EVALUATION, AND STANDARDS:

The on-line classroom formatted includes lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries, writing workshop, and individual presentations. Evaluation consists of self-, peer, and professor assessments using rubrics for products, discussions, workshops and presentations. It is expected that graduate students be active, enthusiastic, and collegial participants during the semester

In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

COURSE REQUIREMENTS

1. Assigned Readings, Weekly Courses Activities and Participation. Read the assigned texts and course narratives, complete the course activities and participate in daily whole class discussions over the required readings and course narratives. Evaluations of daily course activities will be made by the professor. Evaluation of participation in on-line whole class discussions will be both self-assessment and professor assessment. See "Course Information" for a rubric for ***Self-evaluation: Readings and Discussions*** and a rubric for ***Instructor Evaluation for Weekly Course Activities***.

Participation (weeks 1-4, whole group)

Course activities (15 points each week) 60 points

Reading discussions (15 points each week) 60 points

2. Inquiry Project Readings & Discussions, Paper and Presentation. Each learner will conduct an inquiry in an area of interest related to your specific content area. You will be grouped with others who

select a related inquiry for inquiry support groups. You will select resources to your inquiry topic to read and discuss weekly with your inquiry support group. Learners will develop a PowerPoint presentation for classmates and each individual will turn in a paper documenting the findings from the inquiry and reflecting on the learning process. Evaluation of the inquires will be self, peer, and professor evaluation. ***Inquiry Project Guidelines Evaluation Weekly Inquiry Progress and Support*** and an ***Inquiry Presentation Evaluation*** rubric can be found in "Course Information."

Inquiry (weeks 2-4)	
Participation (inquiry support group)	
(15 points each week)	45 points
Presentation	50 points
Paper	50 points

3. **Teaching a Strategy Lesson.** Plan a content area strategy mini-lesson, teach it to your children, and reflect on the experience, and post it to the discussion thread. Each student will select a strategy from *Classroom Strategies for Interactive Learning*. See ***Craft/Strategy Lesson Guidelines*** and ***Craft/Strategy Lesson Evaluation Rubric*** under "Course Information."
 Craft /Strategy Lesson Plan 50 points

4. **Content Area Resources.** Find and critique five (5) professional content area resources. These resources can include books, journals, writing magazines, internet sites, and videos. The five critiqued resources are due at the same time. See ***Guidelines and Rubric for Critiquing Language Arts/Content Area Resources*** under "Course Information."
 Language arts/content area professional resources 50 points

5. **Textbook readability.** Locate a textbook for your content area. Using the Fry Readability Formula evaluate the textbook for readability levels. See ***Guidelines for Textbook Readability*** under "Course Information."
 Textbook readability 30 points

6. **Ordeal by Cheque.** This is a two-part assignment.
Part I—I will post "Ordeal by Cheque" on blackboard. This is a story told through "bank checks" not through text. You will each write your own story based on the information given. See ***Guidelines for Ordeal by Cheque—Part I*** under "Course Information."
Part II—In your assigned groups, your group will conduct a web search of important events from 1903-1931 and post them on blackboard. See ***Guidelines for Ordeal by Cheque—Part II*** under "Course Information."
 Part I—Ordeal by Cheque 50 points
 Part II—Ordeal by Cheque 50 points

7. **Reflection paper.** In lieu of a final exam, you will write a reflection paper encompassing all of the semester's work. See ***Guidelines for Reflection Paper*** under "Course Information."
 Reflection paper 100 points

EVALUATION (* indicates field-based activity):

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

- Late assignments with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.
- Late readings, viewings, or postings subtract from Participation points. One day -- minus 3 points; Two days -- minus 5 points; After two days -- minus 8 points.
- Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 2 points per section.

Participation (weeks 1-4, whole group)		
Course activities and reading discussions		120 points
Inquiry (weeks 2-4)		
Paper		50 points
Presentation		50 points
Participation		45 points
Strategy Lesson		50 points
Content Area Professional Resources		50 points
Ordeal by Cheque—Part I		50 points
Ordeal by Cheque—Part II		50 points
Textbook readability		30 points
Reflection paper		100 points
	TOTAL POINTS	495 points

Letter grades: A= 90-100% B= 80-89% C= below 80%

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

This syllabus is subject to change at the discretion of the instruction to meet the needs of students.

Expectations:

Technology requirements. It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments. It is also necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills.

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.

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 in, 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.

Bibliography:

Tovani, Cris. (2004) *Do I Really Have to Teach Reading?* Stenhouse Publishers: Portland, Maine.
(ISBN 1 57110 376 7)

Buehl, Doug. (2001) *Classroom Strategies for Interactive Learning.* International Reading Association:
Newark, Delaware (ISBN 0-87207-284-3)

Tovani, Cris. (2002). *I Read It But I Don't Get It.* Stenhouse Publishers: Portland, Maine

Suggested Texts:

Allen, C. (2001). *The multigenre research paper: Voice, passion and discovery in grades 4-6.*
NH: Heinemann.

Fletcher, R. (2006). *Boy writers: Reclaiming their voices.* Portland ME: Stenhouse Publishers

Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers.* NY:
Boynton/Cook.

Romano, T. (2004). *Crafting authentic voice.* NH: Heinemann.

Romano, T. (1995). *Writing with passion: Life stories, multiple genres.* NY: Boynton/Cook.