

**ASU College of Education  
Department of Teacher Education  
RDG 3336.010-Teaching Reading in the  
Language Arts Classroom  
Fall, 2009--TR 11:00-12:15-Carr 128  
Course Syllabus**

**Instructor:** Dr. Ann Bullion-Mears; Carr 114; (325) 942-2052, ext. 254; e-mail [ann.bullion-mears@angelo.edu](mailto:ann.bullion-mears@angelo.edu)

**Office Hours:** M&W 12-1, 3-4; T&R 10-11, 3:30-4:30; F 11-12; and by appointment. No Office Hours will be held on Friday 9/4, 9/25, 10/16, 11/6, and 12/4.

**Required Text:**

Hancock, M. R. (2007). *Language Arts: Extending the possibilities*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. ISBN 0-13-018990-1

**My Beliefs about Learning:** Learning is an active, personal process, carried out in collaboration with others. Learners must take risks and support others in their learning explorations. Learning occurs when students make connections to their previous experiences. Choice allows students to connect to their personal experiences and to feel ownership in the learning process. Learning is reflective as well as active. In the classroom environment, everyone—including the teacher—is a learner.

**Course Description:** A study of the integrated language arts process in the elementary classroom. Focus on effective teaching of the language arts modes of listening, speaking, reading, writing, viewing and representing.

**Course Objectives:** Through class discussion, group and individual activities, written and oral projects, and tests, students will:

1. Develop basic knowledge and understanding of the language arts processes of listening, speaking, writing, viewing, and representing and how these processes are related to reading.
2. Develop basic knowledge and understanding of how oral language develops, how it underpins the other language arts, and the course of second language learning
3. Demonstrate effective use of technological resources to research, design, illustrate, and publish a digital children's storybook.
4. Develop an awareness of the unique capabilities of each learner and base appropriate instruction on the needs of the learner first.

5. Participate in a variety of listening, speaking, writing, viewing, and representing activities to stimulate professional competence.
6. Develop an understanding of various instructional opportunities that encourage the integration of the language arts.

### **TEExES Competencies Met by RDG 3336:**

**Standard I. Oral Language:** Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

The beginning teacher knows and understands:

- 1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
- 2k how to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;
- 3k the relationship between the development of oral language and the development of reading;
- 4k skills for speaking to different audiences for various purposes;
- 5k active, purposeful listening in a variety of contexts;
- 6k the use of critical listening to analyze and evaluate a speaker's message;
- 7k listening skills for enjoying and appreciating spoken language;

The beginning teacher is able to:

- 1s acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;
- 2s strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
- 3s provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;
- 4s select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;
- 9s provide opportunities for students to engage in active purposeful listening;

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

The beginning teacher knows and understands:

- 1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
- 2k writing processes, including the use of self-assessment in writing;
- 3k writing for a variety of audiences, purposes, and settings;
- 4k the differences between first draft writing and writing for publication;
- 5k appropriate instructional strategies and sequences for developing students' writing skills;
- 6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
- 7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

8k the benefits of technology for teaching writing and writing for publication; and

The beginning teacher is able to:

1s create an environment in which students are motivated to express ideas in writing;

2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;

3s formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;

5s provide instruction in the use of available technology that facilitates written communication;

6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;

8s communicate with families about students' development of written communication and ways to encourage students' written communication;

9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication; and

10s provide opportunities for students to conference with peers and the teacher.

**Standard IX. Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

The beginning teacher knows and understands:

1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;

2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;

3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next;

4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

5k formal and informal ways to assess young students' development of writing conventions;

6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and

7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

The beginning teacher is able to:

1s formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;

2s provide hands-on activities to help young students develop the fine motor skills necessary for writing;

3s teach pencil grip, paper position, and beginning stroke;

4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

5s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);

6s work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;

7s communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and

8s communicate with other professionals and seek implications for practice from ongoing

research about student's development of writing conventions.

**Standard XII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

The beginning teacher knows and understands:

1k characteristics and functions of different types of media (e.g., film, and print);

2k how different types of media influence and inform;

3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;

4k procedures for producing visual images, messages, and meanings to communicate with others;

5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;

6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;

7k how to distinguish between denotative and connotative meanings; and

8k word origins and the understanding of historical influences on English wording meanings.

The beginning teacher is able to:

1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;

2s compare and contrast print, visual, and electronic media (e.g., films and written stories);

3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;

6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;

7s teach students how to select, organize, and produce visuals to complement and extend meanings;

8s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;

9s communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and

10s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

## **Course Requirements:**

### **1. Attendance and Preparation Policies**

Attendance at, preparation for, and participation in each class are mandatory. Course content is presented through demonstration and practice with frequent student debriefing. Homework assignments are designed to require a ***minimum*** of two hours outside of class for each class hour.

Students will not be penalized for ***three*** absences when assignments have not been missed; however, ***three grade points will be docked from final class averages for every absence beyond three***. Student attendance is of key importance since much learning comes from interaction with peers.

Exams should be taken and projects and assignments should be turned in on the due date. Assignments are due at the beginning of class. Late work is accepted but is automatically penalized 10%. ***All late work must be submitted within two weeks of the original due date.*** Assignments (but not exams) may be resubmitted when a score of below 70% is received. ***No late or resubmitted work will be accepted after the last regular class day (Thursday, Dec 3).*** The highest grade given for late and resubmitted work is 90%.

2. Writer's Notebook - 50 pts

Each student is expected to keep a Writer's Notebook in a spiral notebook or a binder. This notebook will contain the following sections: Writings, Writer's Eye (I), Gems and Pearls, and Editor's Checklist. The first page of the Writings section will be a Writing Log that identifies the assigned pieces of writing on which the student is expected to work. Students should expect a notebook writing assignment every night and a required first draft every two weeks. ***Due: Dec 3***

3. Digital Children's Book - 85 pts

Each student will write the text and import the illustrations for an original digital children's book at least 16 text pages in length. This book may be written on any social issue in any genre for use with any grade level K-8. The illustrations may be scanned, computer generated graphics, or found in clip art files but must be developed or located by the book's author. Illustrations should match and enhance the text of the book. Authors may use sound and animation, but these aspects are not required. ***Due: Nov 24***

4. 6 +1 Writing Traits Group Presentation - 50 pts

Students will be divided into seven small groups. Each group will be responsible for giving a presentation on one of the writing traits discussed on pp. 237-244 in the textbook. Groups will be expected to provide a definition of the trait, examples of mentor texts from children's literature, and a minilesson that teaches some aspect of the trait. Presentations are expected to last 30 minutes. ***Due: Oct 20, 22, 27, 29***

5. Exams - 250 pts

Four exams are planned during the semester. Three of these exams will be worth 50 points each and will cover new material. These exams will take multiple formats, including multiple choice, matching, fill in the blank, listing, identification, application, and short essay. The final exam will have a comprehensive, multiple-choice format and is worth 100 points. ***Exam 1, Sep 17; Exam 2, Oct 15; Exam 3, Nov 12; Final Exam, Dec 8, 10:30-12:30***

6. Spelling Tests - 100 pts

Students are expected to demonstrate mastery the instructor's list of 100 frequently misspelled words with 90% accuracy. The five in-class spelling tests will consist of 20 randomly selected words from the required list. Students who

fail to meet the required 90% mastery will meet with the instructor outside of class time to retest on missed words. **Tests: Oct 8, 13, 20, 22, 27**

#### 7. Handwriting Tests - Pass/Fail

Students must pass manuscript and cursive handwriting tests in the D'Nealian and Zaner-Bloser handwriting styles. Each type will be tested once in class. Retesting, when needed, must be done outside of class through an arrangement with the professor. ***D'Nealian Manuscript, Sep 8; D'Nealian Cursive, Sep 22; D'Nealian Make-Up, Oct 6; Zaner-Bloser Manuscript, Nov 10; Zaner-Bloser Cursive, Nov 19; Zaner-Bloser Make-Up, Dec 1***

#### Grading Scale:

Total points = 535

482 - 535 = A (90-100%)

428 - 481 = B (80-89%)

375 - 427 = C (70-79%)

321 - 374 = D (60-69%)

320 - 0 = F (59-0%)

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

**Persons Seeking Accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Disciplinary actions concerning academic honesty will follow the ASU Student Handbook Section 5.3 on Academic Honesty. Especially note Section 5.312 regarding plagiarism.

**College of Education Electronic Communication Devices Policy:** Cell phones and other electronic communication devices are to be turned off during class time.

**All e-mail communications will take place through ASU e-mail accounts. Please check your ASU e-mail on a regular basis.**

# Tentative Calendar

## RDG 3336--Fall, 2009

Date	Topic	Assignment
CM 1 Aug 25	Class Introduction Defining the Language Arts Theoretical Perspectives	Read Ch. 1, pp. 1-15
CM 2 Aug 27	Handwriting Writer's Notebook	Read Ch. 12, pp. 388-392 Practice D'N Manuscript
CM 3 Sep 1	The Language Arts Classroom Narrative Writing	Read Ch. 2, pp. 38-52; Ch. 9, pp. 261-273
CM 4 Sep 3	Teaching the Language Arts Emergent Literacy	Read Ch. 2, pp. 58-65; Ch. 4, pp. 94-96 Study for D'N Manuscript Test
CM 5 Sep 8	<b>D'Nealian Manuscript Test</b> Language Acquisition Functions of Language	Read Ch. 4, pp. 97-100 Eavesdropping Assignment Practice D'N Cursive
CM 6 Sep 10	Cambourne's Conditions Listening & Speaking	Read Ch. 4, pp. 100-105; Ch. 6, pp. 157-161
CM 7 Sep 15	Listening & Speaking Poetry Writing Review for Exam 1	Read Ch. 6, pp. 161-186; Ch. 9, pp. 273-289 Study for Ex 1
CM 8 Sep 17	<b>Exam 1</b>	Study for D'N Cursive Test
CM 9 Sep 22	<b>D'Nealian Cursive Test</b> Second Language Acquisition	Read Ch. 3, pp. 69-75
CM 10 Sep 24	Second Language Acquisition History of the English Language	Read Ch. 3, pp. 76-80
CM 11 Sep 29	The Beginnings of Writing Invented Spelling	Read Ch. 4, pp. 110-117; Ch. 12, pp. 363-369
CM 12 Oct 1	Spelling Instruction & Assessment	Read Ch. 12, pp. 369-376 Index of Control Handout Assign Spelling Words Study for D'N Make-Up Tests
CM 13 Oct 6	<b>D'Nealian Make-Up Test(s)</b> Writing Process Types of Writing Instruction	Read Ch. 8, pp. 224-234; Ch. 5, pp. 144-148, 149-150 Study for Spelling Test
CM 14 Oct 8	<b>Spelling Test 1</b> Writing Traits Grp Assignment	Study for Spelling Test
CM 15 Oct 13	<b>Spelling Test 2</b> Writing Workshop Review for Exam 2	Read Ch., 8, pp. 244-258 Study for Exam 2
CM 16 Oct 15	<b>Exam 2</b> Writing Traits Worksession	Writing Traits Grp Presentation Study for Spelling Test

CM 17 Oct 20	<b>Spelling Test 3</b> <b>Ideas &amp; Content Presentation</b> <b>Organization Presentation</b>	Read Ch. 8, pp. 237-240 Study for Spelling Test
CM 18 Oct 22	<b>Spelling Test 4</b> <b>Voice Presentation</b> <b>Word Choice Presentation</b>	Read Ch. 8, pp. 240-241 Study for Spelling Test
CM 19 Oct 27	<b>Spelling Test 5</b> <b>Sent. Fluency Presentation</b> <b>Conventions Presentations</b>	Read Ch. 8, pp. 241-243
CM 20 Oct 29	<b>Presentation Presentation</b> Intro. Zaner-Bloser Manuscript Digital Book Assignment	Read Ch. 8, pp. 243-244 Read books on social issues Practice Z-B Manuscript
CM 21 Nov 3	Digital Book Discussion Expository Writing Organizational Patterns	Read Ch. 10, pp. 294-298, 300 -301
CM 22 Nov 5	Digital Book Prewriting Expository Writing Techniques & Enhancements	Read Ch. 10, 298, 302-309 Study for Z-B Manuscript Test
CM 23 Nov 10	<b>Zaner-Bloser Manuscript Test</b> Prewriting/Drafting Digital Bks Expository Writing Review for Exam 3	Read Ch. 10, pp. 309-320 Study for Exam 3 Practice Z-B Cursive
CM 24 Nov 12	<b>Exam 3</b> Digital Books Worksession	First Draft Digital Books
CM 25 Nov 17	Revise Digital Books Digital Books Worksession	Study for Z-B Cursive Test Second Draft Digital Books
CM 26 Nov 19	<b>Zaner-Bloser Cursive Test</b> Edit Digital Books Digital Books Worksession	Publish Digital Book
CM 27 Nov 24	<b>Due: Digital Book</b> Author Celebration Viewing & Visual Literacy	Ch. 11, pp. 323-334 Study for Z-B Make-Up Tests
Nov 26	<b>Thanksgiving Day</b>	
CM 28 Dec 1	<b>Zaner-Bloser Make-Up Tests</b> Viewing & Representing as Complements to Writing	Read Ch. 11, pp 334-351
CM 29 Dec 3	<b>Due: Writer's Notebook</b> <b>D'N &amp; Z-B Make-Up Tests</b> Viewing Other Texts Review for Final Exam	Ch. 11, pp. 352-358 Study for Final Exam
Dec 8, 10:30-12:30	<b>Final Exam</b>	<b>Enjoy your winter holiday!!</b>



Please read, sign, and return the permission slip below if you agree to the use of your work.

I, \_\_\_\_\_, give Dr. Ann  
(print full name)

Bullion-Mears permission to use my work developed in RDG 3336 during Fall, 2009 in research articles and presentations and as examples in class to help other students perform assignments. I understand that when my work is used as an in-class example that my name will be deleted; however, if the work is used in a professional presentation or article, my name will be displayed and I will receive full credit for my creative efforts.

Signature \_\_\_\_\_ Date \_\_\_\_\_