Course Description: This course is a study of integrated language arts processes in the elementary classroom. A special emphasis will be on the teaching of writing and gaining the attitudes and perspectives of good writing teachers.

Fast Facts about RDG 3336
Instructor: Marva Solomon, Ph.D.
Rm: Carr/EFA 128
Time: 10:00 – 10:50 M/W until April 16th
This is a hybrid course
Professor Email: marva.solomon@angelo.edu
Office Hours: Rm. Carr/EFA 120, MTWTh: 11-1. F: e- hours and by appointment

IDEA Course Objectives: Candidates will make progress in
1. Learning fundamental principles, generalizations, or theories.
2. Developing skill in expressing themselves orally or in writing.
3. Developing specific skills, competencies, and points of views needed by professionals in the field most closely related to this course.

Candidate Learner Outcomes: Candidates will
1. develop factual knowledge and underlying fundamental theories of the different language arts components.
2. compare the course of first and second language learning and summarize a variety of activities to specifically address the needs of English language learners.
3. develop creative capacity and skill in expressing themselves in writing.
4. participate in a variety of listening, speaking, reading, writing, viewing, and representing activities to stimulate professional competence.
5. possess a working knowledge of a variety of strategies and procedures for teaching language arts.
6. experience the reading writing connection and writing workshop teaching styles.
Angelo State University General Policies

Attendance Policy: Candidates are to adhere to ASU policy OP 10.4 and Unit policy. [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

ASU OP10.15 Providing Accommodations for Students with Disabilities [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty

Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement” [www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

Candidates are to adhere to ASU policy. 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. Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.

RDG 3336 Attendance and Grading Policy

- Attendance is mandatory.
- Students are allowed 0-2 absences without penalty. The third absence subtracts 3 points from the final grade. The fourth and subsequent absences subtract 5 points each from the final grade.
- Each tardy or instances of leaving class early count as 1/2 of an absence.
- Students with 0-2 absences and few tardies will be rewarded.
- Late work/online work is not accepted after the grading period is complete.
- In class activities that count toward the discussion grade may not be made up.

REQUIRED TEXTS

10 Things Every Writer Needs to Know
Author: Jeff Anderson
ISBN: 978-1571108104

What Really Matters In Writing
Authors: P and J Cunningham
ISBN-13 9780134451442

D’Nealian Handwriting Student Edition (Grade 2)

You will also need a chapter book by Kate DiCamillo and a writer’s notebook.
**Course Assignments, and Grading Criteria**

*More elaborate descriptions of course assignments are available on Blackboard.*

1. **In Class Participation and Activities.** These activities will be an important part of the class. They cannot be made up if you are absent. They will include participation, discussions, and small group activities. These activities will make up 15% of the final grade and are recorded in the gradebook under the category of Discussion. You will also be awarded for good attendance.

2. **Tests, Final, Handwriting.** Tests will include 5 handwriting assessments, and online quizzes. The final will be presentations. Tests are 30% of the final grade.

3. **Writing Notebook.** You are expected to keep a physical notebook that you bring to class each day. The notebook will document class activities, as well as assignments completed during online Fridays. The contents of your notebook will vary and depend upon the ebb and flow of the semester. The due dates for notebook checks will be the same as the Handwriting deadlines indicated in this syllabus. Your final notebook will be turned as one compiled text digitally. Your notebook will count in the journal gradebook category that is 20% of your final grade.

4. **Choice Project and Presentation.** Students will choose between 2 different projects. 1. Complete a spelling inventory with a child, analyze the data, and design a game-based lesson to target needed skills. 2. Observe a teacher and write a description of the lesson, and reflect on what was observed. You will then find a research an article in *The Reading Teacher* or *Language Arts* that supports concepts you learned during the project. You will create a handout for your peers that enhances your presentation. This assignment counts in the assignments gradebook category. Assignments are 35% of your final grade.

5. **Personal Narrative.** You will work throughout the semester on a personal narrative up to 2 pages long. You will take this piece through all the stages of the writing process, and document your work and reflections on each stage. This assignment counts in the assignments gradebook category.

6. **Group Project: Expository Book.** You will work with a group on a “book” written in an expository genre. Friday, 3/30 is a designated workday for this project. This assignment will count in the assignments gradebook category.

7. **End of Semester Genre Units.** The end of semester units will give you a chance to work with some important genres in the Language Arts, as well as a Multi-genre project about Emergent Bilinguals/English Language Learners. You will read a children’s novel to complement these units. These assignments count as part of the journal gradebook category.

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Gradebook Categories</th>
<th>Weighted Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>Test</td>
<td>Tests = 30% of final grade</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Test</td>
<td></td>
</tr>
<tr>
<td>In Class Activities</td>
<td>Discussion</td>
<td>Discussion = 15% of final grade</td>
</tr>
<tr>
<td>Personal Narrative Project</td>
<td>Assignments</td>
<td>Assignments = 15% of final grade</td>
</tr>
<tr>
<td>Choice Project/Presentation</td>
<td>Assignments</td>
<td></td>
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<tr>
<td>Expository Book (group)</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Writing Notebook</td>
<td>Journal</td>
<td>Journal = 20% of final grade</td>
</tr>
<tr>
<td>EOS Genre Units</td>
<td>Journal</td>
<td></td>
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</tbody>
</table>
## RDG 3336 Calendar Spring 2018

### Monday | Wednesday | Friday
---|---|---

**Week 1**
1/16–1/19
- MLK DAY
- Course Introduction
- Syllabus Walkthrough
- Review Course Projects
- Notebooks/Heart Maps

**Week 2**
1/23–1/26
- What Are the Language Arts? NCTE/ILA Standards
- Cunningham, Ch.11: Research on Teaching Writing
- Brainstorming/Prewriting

### Getting Writing off to a Good Start

**Week 3**
1/29–2/2
- Building a Community of Writers
- Anderson Ch 1: Motion
- Cunningham, Ch.1: Getting Started
- Cunningham Ch.2: Next Steps
- Choose Your Personal Narrative Topic

**Week 4**
2/5–2/9
- Anderson, Ch.2: Models
- Writing Notebook Due
- Anderson, Ch.3: Narrowing the Focus
- Test #1
- Rough Drafts

### Spelling, Editing, and Revision Matter!

**Week 5**
2/12–2/16
- Cunningham, Ch.3: Spelling Matters
- Cunningham, Ch.3: Spelling Matters
- Cunningham, Ch.5: Editing Matters

**Week 6**
2/19–2/23
- Anderson, Ch.4: Selecting the Concrete and Necessary
- Cunningham, Ch.7: Revision Matters
- Editing/Revision Choice Project Check

**Week 7**
2/26–3/2
- Anderson, Ch.9: Words
- Writing Notebook Due
- Teacher and Peer Conferencing
- Receiving the Piece
- Peer Conferencing Flipgrid

**Week 8**
3/5–3/9
- Writing Assessment
- Writing Assessment
- Test #2
- Publishing

### Spring Break 3/13 - 3/17

### Writing Across the Curriculum

**Week 9**
3/19–3/23
- Cunningham, Ch.4: Think-Writes
- Anderson Ch 5: Form
- Cunningham Ch.6&8: Editing and Revision across the Curriculum

**Week 10**
3/26–3/30
- Group Genre Writing: Expository Writing Notebook Due
- Group Genre Writing: Expository
- Group Genre Writing: Expository

### Project Presentations

**Week 11**
4/2–4/6
- Presentations
- Choice Project Due
- Cunningham, Ch.10: Writing Interventions

**Week 12**
4/9–4/13
- Presentation
- Test 3
- Peer Evaluations Due

### Genre Studies

**Week 13**
4/16–4/20
- Media Literacy Unit
- Final Notebook Due

**Week 14**
4/23–4/27
- Poetry Response and TEKS

**Week 15**
4/30–5/4
- Persuasive/Editorial Writing and TEKS

**Week 16**
5/7–5/10
- Final (5/7)
- Turn in personal narrative and self-assessment rubric

### Handwriting Book (and Notebook) Due Dates

- Pgs. 26–29.........................Due: 2/5
- Pgs. 48–50, 53......................Due: 2/26
- Pgs. 67, 68, 74–76...............Due: 3/26
- Pgs. 80–82, 90, 92.................Due: 4/16
- Pgs. 96, 98, 104, 122, 124.....Due: 4/30

You will need to finish reading one of these books by Kate DiCamillo before 3/26.
- *Because of Winn Dixie*
- *The Tiger Rising*
- *The Miraculous Journey of Edward Tulane*
- *The Magician’s Elephant*
### Standards addressed in course assignments, modules and tests

<table>
<thead>
<tr>
<th>Texas EC-6 Teacher Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard VIII. Development of Written Communication:</strong> Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. <strong>The beginning teacher knows and understands:</strong></td>
</tr>
<tr>
<td>8.1k 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;</td>
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<tr>
<td>8.2k writing processes, including the use of self-assessment in writing;</td>
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<td>8.3k writing for a variety of audiences, purposes, and settings;</td>
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<td>8.4k the differences between first draft writing and writing for publication;</td>
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<tr>
<td>8.5k appropriate instructional strategies and sequences for developing students’ writing skills;</td>
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<tr>
<td>8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;</td>
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<tr>
<td>8.7k 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;</td>
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<tr>
<td>8.8k the benefits of technology for teaching writing and writing for publication; and</td>
</tr>
<tr>
<td>8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.</td>
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<td><strong>Standard IX. Writing Conventions:</strong> Teachers understand how young students use writing conventions and how to help students develop those conventions. <strong>The beginning teacher knows and understands:</strong></td>
</tr>
<tr>
<td>9.1k 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;</td>
</tr>
<tr>
<td>9.2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;</td>
</tr>
<tr>
<td>9.3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;</td>
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<tr>
<td>9.4k formal and informal ways to assess young students’ development of writing conventions;</td>
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<td>9.5k the importance of spelling and graphophonemic knowledge for success in reading and writing; and</td>
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<tr>
<td>9.6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and</td>
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<tr>
<td><strong>Standard XII. Viewing and Representing:</strong> Teachers understand how to interpret, analyze, evaluate, and produce.</td>
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<td>12.1k characteristics and functions of different types of media (e.g., film, and print);</td>
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<tr>
<td>12.2k how different types of media influence and inform;</td>
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<tr>
<td>12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;</td>
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<tr>
<td>12.4k how this relationship occurs;</td>
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<tr>
<td>12.5k appropriate instructional strategies and sequences for developing students’ writing skills;</td>
</tr>
<tr>
<td>12.6k how and when to support students’ development from one stage to the next;</td>
</tr>
<tr>
<td><strong>INTASC Standards</strong></td>
</tr>
<tr>
<td><strong>Standard 1: Content Pedagogy</strong> He or she must understand the central concept and structure of discipline must be created in such a way that students can learn from it effectively.</td>
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<tr>
<td><strong>Standard 3: Diverse Learners</strong> The teacher must know that the students have different capabilities of learning and based on that must train them.</td>
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<tr>
<td><strong>Standard 4: Multiple Instructional Strategies</strong> The teacher must be able to understand and use a variety of instructional strategies so that they are able to solve problems, think critically and show better performance.</td>
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<tr>
<td><strong>Standard 9: Reflective Practice: Professional Development</strong> The teacher is considered as a reflective practitioner who can evaluate the effects of the choices and actions on others and prepares students to face world professionally as well.</td>
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<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
</tr>
<tr>
<td><strong>1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS</strong></td>
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<tr>
<td>d. use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.</td>
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<tr>
<td><strong>2. CORE SKILLS</strong></td>
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<td>a. comprehend and critically interpret information in written and oral forms;</td>
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<tr>
<td>b. communicate information and ideas effectively</td>
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<td>e. use technological resources to access and communicate relevant information</td>
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<td><strong>3. SPECIALIZED KNOWLEDGE</strong></td>
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<tr>
<td>a. demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;</td>
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<tr>
<td>c. demonstrate competencies and achievements appropriate to their fields of study;</td>
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<tr>
<td>d. apply classroom learning in a combination of reflective practice and experiential education</td>
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<tr>
<td><strong>5. CULTURAL IDENTITY</strong></td>
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<tr>
<td>a. demonstrate respect for differences among cultures;</td>
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</tbody>
</table>
| b. practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse
Notes:

Have a Great Semester!