Teaching Reading in the Language Arts Class
RDG 3336

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 11/12
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 knowledge of a variety of strategies and procedures for teaching language arts.
8. experience the reading writing connection and writing workshop teaching styles.

ASU Learning Goals: Candidates will
LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS.
d. use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines

CORE SKILLS
a. comprehend and critically interpret information in written and oral forms;
b. communicate information and ideas effectively
e. use technological resources to access and communicate relevant information

SPECIALIZED KNOWLEDGE
C. demonstrate competencies and achievements appropriate to their fields of study;
D. apply classroom learning in a combination of reflective practice and experiential education

CULTURAL IDENTITY
b. practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.
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

ASU OP10.15 Providing Accommodations for Students with Disabilities
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”
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 are subject to penalties assessed to professionalism and/or the final course 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 assigned authors (see page, 4) 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. **Mini-Teach Project and Presentation.** Students will choose an article from a peer-reviewed article about spelling and teach the article to a small group of peers using hands on activities and technology. You will create a handout for your peers that enhances your presentation. You will access your learners and reflect on the teaching experience. 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>
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<tbody>
<tr>
<td>Tests</td>
<td>Test</td>
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<td>Handwriting</td>
<td>Test</td>
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<tr>
<td>In Class Activities</td>
<td>Discussion</td>
</tr>
<tr>
<td>Personal Narrative Project</td>
<td>Assignments</td>
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<tr>
<td>Mini-Teach</td>
<td>Assignments</td>
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<tr>
<td>Expository Book (group)</td>
<td>Assignments</td>
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<tr>
<td>Writing Notebook</td>
<td>Journal</td>
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<td>EOS Genre Units</td>
<td>Journal</td>
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**Weighted Categories**

Tests = 30% of final grade  
Discussion = 15% of final grade  
Assignments = 35% of final grade  
Journal = 20% of final grade
### RDG 3336 Calendar Fall 2018 (draft)

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Introduction to Language Arts Learning</strong>&lt;br&gt; Week 1&lt;br&gt; 8/27–8/29</td>
<td>Course Introduction&lt;br&gt; Syllabus Walkthrough</td>
<td>What Are the Language Arts?&lt;br&gt; NCTE/ILA Standards</td>
<td>Review Semester Project&lt;br&gt; Notebooks/Heart Maps</td>
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<td><strong>Week 2&lt;br&gt; 9/3–9/5</strong></td>
<td>Labor Day</td>
<td>Cunningham, Ch.11: Research on Teaching Writing</td>
<td>Brainstorming/Prewriting</td>
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<td><strong>Getting Writing off to a Good Start</strong>&lt;br&gt; Week 3&lt;br&gt; 9/10–9/12</td>
<td>Building a Community of Writers</td>
<td>Anderson Ch 1: Motion&lt;br&gt; Cunningham, Ch.1: Getting Started</td>
<td>Cunningham Ch.2: Next Steps&lt;br&gt; Choose Your Personal Narrative Topic</td>
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<td><strong>Week 4&lt;br&gt; 9/17–9/19</strong></td>
<td>Anderson, Ch.2: Models Writing Notebook Due</td>
<td>Anderson, Ch.3: Narrowing the Focus</td>
<td>Test #1&lt;br&gt; Rough Drafts</td>
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<tr>
<td><strong>Spelling, Editing, and Revision Matter!</strong>&lt;br&gt; Week 5&lt;br&gt; 9/24–9/26</td>
<td>Cunningham, Ch.3: Spelling Matters</td>
<td>Cunningham, Ch.3: Spelling Matters</td>
<td>Cunningham, Ch.5: Editing Matters</td>
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<td><strong>Week 6&lt;br&gt; 10/1–10/3</strong></td>
<td>Anderson, Ch.4: Detail</td>
<td>Cunningham, Ch.7: Revision Matters</td>
<td>Editing/Revision Project Check</td>
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<td><strong>Week 7&lt;br&gt; 10/8–10/10</strong></td>
<td>Anderson, Ch.9: Words Writing Notebook Due</td>
<td>Teacher and Peer Conferencing</td>
<td>Receiving the Piece&lt;br&gt; Peer Conferencing Flipgrid</td>
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<td><strong>Week 8&lt;br&gt; 10/15–10/17</strong></td>
<td>Writing Assessment</td>
<td>Writing Assessment (Including self-assessment)</td>
<td>Test #2&lt;br&gt; Publishing</td>
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<td><strong>Writing Across the Curriculum</strong>&lt;br&gt; Week 9&lt;br&gt; 10/22–10/24</td>
<td>Cunningham, Ch.4: Think-Writes</td>
<td>Anderson Ch 8: Energy – Creating Rhythm and Style</td>
<td>Cunningham Ch.6&amp;8: Editing and Revision across the Curriculum</td>
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<td><strong>Week 10&lt;br&gt; 10/29–10/31</strong></td>
<td>Genre Writing: Expository Writing Notebook Due</td>
<td>Group Genre Writing: Expository&lt;br&gt; Anderson, Chapter 5: Form</td>
<td>Group Genre Writing: Expository</td>
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<tr>
<td><strong>Project Presentations</strong>&lt;br&gt; Week 11&lt;br&gt; 11/5–11/7</td>
<td>Mini-Teach</td>
<td>Mini-Teach</td>
<td>Cunningham, Ch.10: Writing Interventions&lt;br&gt; Test #3</td>
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<tr>
<td><strong>Genre Studies</strong>&lt;br&gt; Week 12&lt;br&gt; 11/12–11/16</td>
<td>Media Literacy Unit</td>
<td>Final Notebook Due</td>
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<td><strong>Week 13&lt;br&gt; 11/19–11/21</strong></td>
<td>Poetry Response and TEKS</td>
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<td><strong>Happy Thanksgiving!</strong>&lt;br&gt; Week 14&lt;br&gt; 11/26–11/28</td>
<td>ELL Multi-Genre Study</td>
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<td><strong>Week 15&lt;br&gt; 12/3–12/5</strong></td>
<td>Persuasive/Editorial Writing and TEKS</td>
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<td><strong>Week 16&lt;br&gt; 5/10</strong></td>
<td>Final (5/10)&lt;br&gt; Turn in personal narrative and self-assessment rubric</td>
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**Handwriting Book (and Notebook) Due Dates**

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<thead>
<tr>
<th>Pages</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>26–29</td>
<td>9/17</td>
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<tr>
<td>48–50, 53</td>
<td>10/8</td>
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<td>67, 68, 74–76</td>
<td>10/29</td>
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<tr>
<td>80–82, 90, 92</td>
<td>11/12</td>
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<td>96, 98, 104, 122, 124</td>
<td>12/3</td>
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You will need to finish reading **one** of these books before 11/15.
- **Lucky Broken Girl**, by Ruth Behar
- **Yaqui Delgado Wants to Kick Your Ass**, by Meg Medina
- **Return to Sender**, by Julia Alvarez
- **The Epic Fail of Arturo Zamora**, by Pablo Cartaya
### Standards addressed in course assignments, modules and tests

**Texas EC-6 Teacher Standards**

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

- 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;
- 8.2k writing processes, including the use of self-assessment in writing;
- 8.3k writing for a variety of audiences, purposes, and settings;
- 8.4k the differences between first draft writing and writing for publication;
- 8.5k appropriate instructional strategies and sequences for developing students’ writing skills;
- 8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
- 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;
- 8.8k the benefits of technology for teaching writing and writing for publication; and
- 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.

**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:

- 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;
- 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;
- 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;
- 9.5k formal and informal ways to assess young students’ development of writing conventions;
- 9.6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and
- 9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

**Standard XII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce. The beginning teacher knows and understands:

- 12.1k characteristics and functions of different types of media (e.g., film, and print);
- 12.2k how different types of media influence and inform;
- 12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
- 12.7k how to distinguish between denotative and connotative meanings; and
- 12.8k word origins and the understanding of historical influences on English wording meanings.

**Texas 4-8 Teacher Standards**

**Standard V. Written Language:** Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication. The beginning teacher knows and understands:

- 5.1k 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;
- 5.2k writing processes, including the use of self-assessment in writing;
- 5.3k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing;
- 5.5k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;
- 5.6k writing for a variety of audiences, purposes, and settings;
- 5.7k the differences between first draft writing and writing for publication;
- 5.8k appropriate instructional strategies and sequences for developing students’ writing skills;
- 5.11k the benefits of technology for teaching writing and writing for publication; and
- 5.12k 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.

**Texas ESL Teacher Standards EC-12**

**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

- 4.2k factors and procedures in planning ESL instruction, including consideration of students’ developmental characteristics and their individual needs;
- 4.3k a variety of methods and techniques appropriate for instruction in the ESL classroom;
- 4.4k strategies for fostering ESL students’ communicative competence;

**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

- 5.1k factors that may affect ESL students’ learning of academic content, language, and culture (e.g., age, personality, academic background, sociocultural factors, home environment, attitude, exceptionalities); and
- 5.2k the nature of student variation in the ESL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning, individual learning).
Notes:

Have a Great Semester!