

Southern Methodist University
Conventional Literacy: EDU 5358
Reading and Writing to Learn
Spring 2012 Tuesday 3:30-6:20 p.m.

Instructor:	Email: outherr
Telephone:	Office Hours: Before or after class by appointment

Required Texts:

Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching Reading Sourcebook* (2nd ed.). Novato, CA: Arena Press.

Diller, D. (2007). *Making the most of small groups: Differentiation for all*. Portland, ME: Stenhouse Publishers.

Description: This course is an introduction of theories, practices, and materials for teaching reading and writing in the Elementary school, focusing on grades 3-6.

Course Topics: The course topics are organized around the following essential questions:

- How does a student read and write to learn?
- How does a teacher instruct a student in reading, writing, and language?
- What are the effective research-based practices of reading and writing?
- What are the best practices in developing reading comprehension, reading fluency, and increasing vocabulary?
- How does a teacher organize and implement reading instruction in order to effectively meet the needs of all students?

Course Requirements: All requirements for the course are described in this syllabus. All course work will be submitted to the instructor via e-mail, on Blackboard, as a Google Doc, or in class. Refer to Blackboard for class resources including a copy of the syllabus, updated class schedule (if needed), class handouts, rubrics, and other resources. Some information is purposefully left off of Blackboard for various reasons. If something you need is not provided on Blackboard, ask your classmates for copies or for the information you need. However, if you need special assistance, such as advice or extended resources beyond the scope of the class, please email the instructor.

Standards: Students enrolled in EDU 5358 will begin to access and understand the standards that apply to literacy instruction in the general education classroom. These standards include the TExES, TEKS, and CCRS. Descriptions and online links are located below.

TExES Standards: The course addresses the following standards of the TExES for Preparing to Teach Language Arts and Reading which is 40% of the EC-6 Generalist test. The course will address the Department of Teaching and Learning Conceptual Framework for the Annette Caldwell Simmons School of Education at SMU.

DOMAIN I—ENGLISH LANGUAGE ARTS AND READING Standards

(http://www.texas.ets.org/assets/pdf/testprep_manuals/191_generalist_ec_6.pdf)

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

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.

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

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

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

Texas Essential Knowledge and Skills (TEKS) will be addressed through individual lesson planning for the Teaching and Learning with Children (TLC) lessons. TEKS can be accessed at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

§74.4. English Language Proficiency Standards will be addressed throughout the course. In particular, the course will address how to linguistically accommodate reading and writing instruction for various stages of English language acquisition. Specific standards for English Language Learners can be accessed at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

Department of Teaching and Learning Framework for the Annette Caldwell Simmons School of Education at SMU Educators Committed to High-Quality Teaching. Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies.

Leaders in Translating Evidence-Based Research into the Classroom. Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach.

College and Career Readiness Standards (CCRS) are comprised of the knowledge and skills that students need to succeed in entry-level college courses. Pre-service teachers will be aware of these standards as they relate to literacy instruction. These standards are included in §28.008 of the Texas Education Code and can be accessed at <http://www.theccb.state.tx.us/index.cfm?objectid=EAE69736-B39D-F3FF-EA777519F1F0348B>

The CCRS English Language Arts Standards include:

- I. Writing:
 - A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
- II. Reading:
 - A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
 - B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.
 - C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
 - D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
- III. Speaking:
 - A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).
 - B. Develop effective speaking styles for both group and one-on-one situations.
- IV. Listening:
 - A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
 - B. Listen effectively in informal and formal situations.
- V. Research:
 - A. Formulate topic and questions.
 - B. Select information from a variety of sources.
 - C. Produce and design a document.

Student Learning Outcomes:

- Students will demonstrate an understanding of the major theories in teaching reading and writing in Elementary school by writing lesson plans appropriate for students at a variety of abilities and stages of reading development.
- Students will critically evaluate teaching ideas to determine their potential educational value and effectiveness for addressing specific grade-level learning objectives.
- Students will be able to evaluate a struggling student and make an appropriate intervention plan to meet individual needs.
- Students will understand how the components of reading impact each other and how to teach the components in order to help all students become successful, fluent readers.
- Students will understand how to teach reading and writing to special populations, including English language learners, students with Dyslexia, and gifted students.
- Students will collaborate with each other as a learning community and will new share ideas in a professional way.

Policies for EDU 5358

Professionalism: Regular and punctual attendance is expected. Although students are expected to learn any missed information, assignments missed due to tardiness or absences will be worth zero points. Students are expected to be prepared for class, which includes reading all assigned readings, thoughtfully completing reader's responses, and preparing engaging activities to share new concepts with classmates. All assignments are to be high-quality and completed individually. Text messaging and cell phone calls during class are not acceptable professional behavior. Students are responsible for checking SMU e-mail on a daily basis for messages from the university or from instructors. Students are responsible for contacting a classmate to get any class notes, handouts, and announcements missed due to tardiness or absence.

Substitution of Assignments: If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate substitution of another assignment of equal depth and investment of time.

Due Dates: All assignments must be submitted as specified for each assignment before the beginning of class on the date listed in this syllabus. For assignments that include rubrics, the assignment is not considered submitted until the entire assignment, including the rubric has been submitted (late rubric = late assignment). The score of a late assignment will be reduced as noted on the rubric for the assignment (either as "late" or regarding "followed instructions"). Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for submitting the assignment to before class on the day the student may be absent. Computer/printer failures are not acceptable reasons for late assignments. Alternative locations to complete work include the SMU libraries, the student center, or the Dallas Public Library.

Quality of Work: Assignments must meet the high quality standards expected of an outstanding classroom teacher. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. All work should be completed independently, without collaboration, unless specifically instructed to work in a group. Class presentations should demonstrate best teaching practices and should resemble what would be acceptable at a teaching conference or professional development seminar. Group work should be professional collaboration.

Plagiarism and Academic Honesty: Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

Requests for Help with Assignments: Students should feel free to talk to the instructor or email the instructor about any assignment. However, the student should always make an effort to begin the assignment before asking for help. Students may ask other students for help understanding instructions, but should not share answers or responses unless the assignment is specifically assigned as group work. E-mailing the instructor the night before a long-term assignment is due is not an optimal time for questions.

Revision of Assignment: The highest grade that can be earned on an assignment that is redone is a "B."

Requests for Grades of Incomplete: Such requests are rarely, if ever, granted by the instructor.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Support Services: The success and well-being of students is a priority of SMU. The Student Health Center and the Counseling Center are available to provide support and resources for students needing support related to their physical or emotional health. The Altschuler Learning Enhancement Center is available to provide various forms of academic support.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Proof of Insurance: Students in EDU courses with off-campus field experience are required to provide proof of medical insurance to the instructor at the beginning of the course. Proof of automobile insurance coverage is also required if the student will be driving to and from the field location.

Class Assignments Specific expectations will be discussed when the assignment is assigned. This is an overview of the major assignments.

Weekly Reading Artifacts (TLCF A): For each reading assignment, complete a reader’s response activity, due beginning of class the same day the reading assignment is due. This will usually be a worksheet-like activity to help focus your thinking and learning. It is important to complete these thoughtfully and thoroughly, because they will be used in class each week.

Mini-Lessons (TLCF A, C): Select two concepts about which you will teach the class. Claim the concepts by signing up for them on the designated document. Use best teaching practices and engage the class in your presentation. Be clear and make sure other students comprehend your instruction. Both classmates and the instructor will evaluate the effectiveness of your mini-lesson.

TLC Sessions - Teaching Learning Cycle (3 sessions; TLCF B, C, D): Complete four 30-40 minute tutoring sessions with one 3-6 grade student. In the first session, you will assess the student and determine the area of greatest need. In the remaining two sessions, you will provide instruction to target the area of need. These sessions will provide experience with designing instruction and teaching to meet students’ needs. For each session, write or complete a partially written lesson plan, do the lesson with the child, and reflect on the lesson.

Annotated Bibliography (TLCF C): In order to become familiar with a wide variety of children’s literature and how to use it in the classroom, create an annotated bibliography of literature that is appropriate to use in 3-6 classrooms. Book titles, authors, summaries, and classroom applications (including TEKS) will be included. The format will be provided.

Strategies Notebook (TLCF B, C, D): Create a notebook to organize teaching strategies with sections for vocabulary, fluency, comprehension, and writing.

Poetry Anthology (TLCF D): Create a collection of poetry that is appropriate to share in a 3-6 class and can serve as a reference and resource for teaching poetry. Write, illustrate, and publish at least 10 different poems.

Storybird Book (TLCF D): Create an electronic book that is appropriate to use in a 3-6 classroom to teach a specific TEKS. Collaborate with another person, either a classmate or someone else you know, when writing the book.

Literacy Center Activity (TLCF B, C): Find or create an activity that can be used in a literacy center in a 3-6 grade classroom to meet a specific learning objective of your choice, based on the state curriculum. Claim your activity so no one else will duplicate it.

Final Exam (TLCF B, C, D): Create a literacy unit based on 1 piece of grade appropriate literature. Claim your book so no one else will duplicate it. Include activities for activating and assessing prior knowledge, vocabulary, fluency, comprehension, writing, and a content area. Organize it in one electronic file and share it with the class. Complete the rubric, including the reflection. Submit the unit and rubric electronically by the final exam date and time designated in the official examination schedule.

Class Participation (TLCF A, C): Participate actively in class. Complete class assignments thoroughly and thoughtfully and engage in discussions and group work. Respect others.

Class Grade Based on the Following:

Item	Points
Weekly Reading Artifacts	24
Mini-Lessons	32
TLC sessions	40
Annotated Bibliography	42
Strategies Notebook	36
Poetry Anthology	30
Storybird Book	18
Literacy Center Activity	20
Final Exam	48
Class Participation	28
Total Possible Points	318

Letter grade determined by the percentage of points earned.

Departmental Grading Scale:

	A = 95-100	A- = 93-94
B+ = 91-92	B = 88-80	B- = 85-87
C+ = 82-84	C = 79-81	C- = 77-78
	D = 70-76	
	F = less than 70	

*Extra credit can be earned by winning class games or by exhibiting outstanding effort beyond expectations on assignments.

Tentative Class Plan

Date	Focus Topic	Readings Due	Homework To Do After Class
January 17	Getting Acquainted	First day of class! 😊	Get a gmail account and claim 2 topics Work on annotated bibliography and strategies notebook
January 24	Intro to Literacy and Assessment	TRS: 1-18, 340-344	Prepare for mini-lesson (if applicable)
January 31	Word Study	TRS: 161-168, 259-318	Prepare for mini-lesson (if applicable)
February 7	Vocabulary	TRS: 407-606 Diller: Chapter 8	Prepare for mini-lesson (if applicable)
February 14	Fluency	TRS: 327-404 Diller: Chapter 5	Prepare for mini-lesson (if applicable)
February 21	Comprehension	TRS: 607-742 Diller: Chapter 4	Prepare for mini-lesson (if applicable)
February 28	Writing	Article from Blackboard	Create a Poetry Book
March 6	Small Groups	TRS: 743-754 Diller: Chapters 1, 3	Finish annotated bibliography Get materials ready for tutoring session 1
March 13	SPRING BREAK		
March 20	Tutoring Session 1		*Annotated Bibliography Due* Prepare for tutoring session 2 Finish strategies notebook
March 27	Tutoring Session 2 and Management		Prepare for tutoring session 3 *Strategies Notebook Due* Claim and prepare technology tool
April 3	Tutoring Session 3 and Technology		Prepare for tutoring session 4 Create a Storybird Book Finish poetry anthology
April 10	Tutoring Session 4 and Literacy Stations		*Poetry Anthology Due* Find/make & claim 1 activity for a literacy center Finish Storybird book
April 17	Center Activities & Storybird Books		*Literacy Center Activity Due* *Storybird Book Due*
April 24	Special Populations and Differentiating Instruction	TRS: 17-18 Articles from Blackboard	Work on Final Exam
May 7	Final Exam		*Final Exam Due by 2:30*