

READ 4304. READING AND WRITING ACROSS THE CURRICULUM

3 Credit Hours.

Fall 2019

Texas A&M University-Central Texas

Catalogue Course Description:

READ 4304. READING AND WRITING ACROSS THE CURRICULUM

3 Credit Hours.

Theory and instructional strategies for teaching the writing process in elementary and middle schools. Includes stages of the writing process, issues at the different grade levels, teaching with mini-lessons, early literacy, spelling, handwriting, developing listening skills, STAAR writing, and the use of children's literature to teach writing.

Prerequisite: Admission into the Teacher Education Program

*****Field experience required**

COURSE DATES, MODALITY, AND LOCATION

Tuesday 8:00-10:45 pm face-to-face

WH Room 304

INSTRUCTOR AND CONTACT INFORMATION

Instructor: J. Elizabeth Casey, Ph.D.

Office: WH 322N

Phone: 254.519.5491

Email: j.casey@tamuct.edu

Office Hours

Monday: 12:00-2:00 and 4:45-5:45

Tuesday: 10:45-12:45

Thursday: 10:45-1:45 and 4:00--6:00

Student-instructor interaction

You can meet with me during scheduled office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through canvas in an announcement to clarify concerns for the entire class.

I will get back to emails within 24 hours. I will usually respond to text messages or phone calls immediately. If I am in a meeting or engaged, I will respond within 30 minutes. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description

Course Objective

The student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from preservice to in-service educator.

Student Learning Outcomes

1. Understands and demonstrates, through oral and written communication, the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for EC-6 students to develop listening and speaking skills.
2. Describes the foundations of reading and early literacy development.
3. Identifies and describes the importance of word analysis skills (including decoding, blending, structural analysis, sight work vocabulary) and reading fluency and provides many opportunities for EC-6 students to practice and improve their word analysis skills and reading fluency.
4. Differentiates reading for understanding from learning to read, identifies the components of comprehension, and uses research-based strategies to enhance EC-6 students' awareness of strategies for improving comprehension.
5. Describes the developmental processes of writing and provides instruction for EC-6 students to develop their competence in written communication.
6. Identifies and describes development in applying study and inquiry skills to promote and enhance EC-6 students' study and inquiry skills.
7. Identifies and describes the basic principles of assessment and uses a variety of literacy assessment practices to plan and implement instruction.

Competency Goals Statements (certification or standards)

A. ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS:

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.

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 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.

B. ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:

Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication. Standard VI. Study 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 VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Required Reading and Textbook(s):

Cunningham, P. M., & Cunningham, J. W. (2015). *What Really Matters in Writing: Research-Based Practices Across the Curriculum (1st Ed)*. New York, New York: Pearson.

***A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

- Rubrics for assignments are in Canvas and attached to the assignment. Please review rubrics carefully to ensure you adhere to expectations.
- APA style
- Assignments are due on or before the due date. Late assignments will be accepted under certain conditions, including personal, family, or professional emergencies.

Assignments

1. Writer's notebook: (100 points) You will choose a topic and compose a written piece. This will be a new and original piece written specifically for this class, and it may not be used in another class. This piece will be taken through the writing process from collecting ideas to a published final version. All prewriting/brainstorm (5 pts), first drafts (10 pts) with revisions and peer conference notes (25 pts), and/or teacher conference notes must be turned in along with the final copy (60 pts) for full credit on this assignment. The final copy should reflect changes made from revisions and editing. (See Rubric)
2. Read to/Write to Demonstration: (100 points) Following a demonstration lesson, the students will prepare and practice a read to/ write to mini lesson in small groups. A description of the lesson, TEKS, objective, text used, research-based strategies, theories, etc. will be developed in a PowerPoint and uploaded into Canvas. (See rubric in Canvas)
3. Handwriting: (20 points) You will demonstrate mastery of form through 'consistent application' of manuscript and cursive script in model lessons, writing samples, and hand-written work. Evaluation: Ongoing observations of writing in assignments and working with students. Additionally, you will be assessed on a piece of whiteboard AND paper writing conducted in both cursive and manuscript.
4. Chapter Quizzes: (50 points) Five chapter quizzes (worth 10 pts each) will be announced and posted in Canvas. Quizzes will be T/F and M/C.

5. Final Exam: (50 points) A cumulative final will be given at the end of the semester in Canvas and will consist of T/F, M/C, S/A, and/or Essay questions.
6. Capstone Project: (150 points) This assignment will consist of a collection of implemented guided reading lesson plans, reflections, and instructor observations. A packet with specific expectations and rubrics will be provided.
7. Professionalism: (5 points) Attendance, punctuality, preparedness, and active participation are expected. You are expected To practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the COE Educator Preparation Program, and the University as a professional at all times.

Grading Criteria Rubric and Conversion

Grading		
Assignment	Points	Final Grade
Writers Notebook	100	A = 426-475 pts
Read to Write Demonstration	100	B = 378-425 pts
Handwriting	20	C = 331-377 pts
Quizzes	50	D = 283-330 pts
Final Exam	50	F = 282 pts or less
Capstone Project	150	
Professionalism	5	
Total Points	475	

Posting of Grades

- All assignments will be graded and grades posted in a timely manner, typically within three days of due date except for larger assignments such as the capstone/portfolio.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar-all assignments are subject to change based on students' needs in relation to progress toward SLOs. No additional assignments will be added.

Date	Topic	In class Activities	Assignments/ Reading assignments
Week 1 8/26		Introductions Syllabus, Course overview	
Week 2 9/3	Chapter 1	Getting Writing off to a Good Start	Read Chapter prior to class
Week 3 9/9	Chapters 2 & 3	What do I do when they are writing? Spelling matters!	Read Chapter(s) 2 and 3 prior to class Quiz 1 due in Canvas-9-15 by 11:59 pm - prewriting/brainstorm (5 pts) Due in Canvas on 9/15 /@ 11:59.
Week 4 9/16	Chapters 4 & 5	Think Writes: Writing to learn across the curriculum Editing matters!	Read Chapter(s) 4 and 5 prior to class Read to/Write to Demonstrations
Week 5	Chapters 6 & 7	Writing and editing across the	Read Chapter(s) 6 and 7 prior to class

9/23		curriculum Revision matters!	Read to/Write to Demonstrations -first draft (10 pts) due in canvas on 9/29 @ 11:59. Quiz 2 due in Canvas-9-29 by 11:59 pm
Week 6 9/30	In the field	Scheduled Observations	-first draft with revisions and peer conference notes (25 pts) Due in Canvas on 10/6 /@ 11:59.
Week 7 10/7	In the field		
Week 8 10/14	In the field		Read Chapter(s) prior to class Quiz 3 due in Canvas-10-20 by 11:59 pm
Week 9 10/21	In the field		
Week 10 10/28	In the field		Quiz 4 due in Canvas-11-3 by 11:59 pm
Week 11 11/4	In the field		Narrative writing-final copy (60 pts) – embed all prewriting, brainstorming, drafts, and edits behind final copy. Due in Canvas on 11/10/@ 11:59.
Week 12 11/11	Last week in the field		
Week 13 11/18	Chapters 8 & 9	Revising across the curriculum Sharing and publishing	Read Chapter(s) 8 and 9 prior to class Capstone/Portfolio Project-Due in class
Week 14 11/26	No Class ***Thanksgiving		
Week 15 12/ 2	Chapters 10 & 11	Writing interventions Research on teaching writing	Read Chapter(s) prior to class Quiz 5 due in Canvas-12/8 by 11:59 pm
Week 16 12/9Final Exam TBA	Final Exam	TBD	Due in Canvas Open from

Posting of Grades

- All assignments will be graded and grades posted in a timely manner, typically within three days of due date except for larger assignments such as the capstone/portfolio.

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

Important Dates

Description

August 26, 2019 Classes Begin for Fall Semester

August 26, 2019 Add, Drop, and Late Registration Begins for 16- and First 8-week Classes
\$25 Fee assessed for late registrants

August 28, 2019 Deadline for Add, Drop, and Late Registration for 16- and First 8-week

September 2, 2019	Labor Day (University Closed)
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 21, 2019	Class Schedule Published for Spring Semester
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 28-29, 2019	Thanksgiving (University Closed)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16 Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of Final Class Grades (due by 3pm)

Fall is coming! And CPD is ready! ☺ I would really appreciate your help in sharing this information with you students and embedding as you see fit in your syllabus.

Here is Career and Professional Development's fall 2019 calendar:

Fall 2019 CPD Semester at a Glance			
Date	Event	Time	Location
8/26/2019	1st Day of Class Pictures in the Lobby	9am-6pm	Founders Hall Lobby
8/27/2019	Breakfast in the Library sponsored by CPD	9am-11am	Library
9/10/2019	Valero Testing for Positions	TBD	Watch Facebook for More Details
9/18/2019	Work for the Fair Workshop	10am Resume Basics 11am Elevator Pitch 1pm Resume Advanced 2pm Networking/Interviewing Basics	Founders Hall Bernie Beck
9/25/2019	HireWarriors Internship & Career Fair	11am-2pm	Warrior Hall Bill Yowell Conference Center
10/11/2019	Teacher Mock Interviews	9am-2pm	Warrior Hall 3rd Floor

10/29/2019	LinkedIn Workshop	11am-12pm	Warrior Hall Bill Yowell Conference Center
11/5/2019	Federal Resume Workshop	11am-12pm	Founders Hall Bernie Beck
11/15/2019	Etiquette Lunch	11am-1pm	Founders Hall Bernie Beck
		Lobby Resume Reviews available every Tuesday, 11-1 in Warrior Hall Lobby. Contact Career and Professional Development with questions! 254-519-5496 • cpd@tamuct.edu • Warrior Hall, Suite 211	

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed, access Canvas to complete quizzes and final exam.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required)

[<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more

effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student

Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

If you have any instructor policies list them here – for example, your policy regarding late work.

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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