Plymouth State University  
College of Graduate Studies  
Reading Writing Specialist Core 
Course Syllabus

RL 5014 Reading, Writing, and Literature
Instructor: Madonna Ciocca  
College of Graduate Studies, Highland Hall  
madciocca@aol.com or mciocca@plymouth.edu
Fall 2012  
2 Pillsbury Street, Concord  
Mondays—9/9, 9/16, 9/23, 10/7, 10/14, 10/21, 10/28, All Mondays 5pm-8pm  
Saturday—11/12 Saturday 9am-3pm

Catalog Description
This course is designed as an active and reflective experience of reading and process writing according to IRA standard 5.1, 5.2, 5.3, 5.4. Students will be immersed in literature and process writing as they develop a portfolio of their own work as life-long readers and writers. They will review theory and practice regarding process writing, writing to learn, and writing across the curriculum. Students will work in the format of the reading/writing connection to explore a range of materials; books, technology based information, and non-print materials that represent multiple reading levels, broad interests, and cultural and linguistic backgrounds of students. Further topics to be examined in this course are: the development of practical classroom applications of creating a literate environment, methods to effectively revise instructional plans to intrinsically and extrinsically motivate students, the research base that grounds practice, supporting the reading/writing connection in the classroom, assessment in the reading/writing workshop, the mechanical aspects of writing, and the needs of diverse learners. The purpose is to create a literate environment and to assist classroom teachers and paraprofessional in the same.

Course Objectives:
Upon completion of this course students will:

- demonstrate the ability to arrange instructional areas to provide easy access to books and other instructional materials for a variety of activities.
- demonstrate the ability to modify classroom arrangements to accommodate students' changing needs.
- create supportive social environments for all students, especially those who struggle with reading and writing.
- create supportive environments where English learners are encouraged and provided with many opportunities to use English.
- understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
- create effective routines for all students, especially those who struggle with reading and writing. Support teachers in doing the same for all readers.
- use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. Support teachers in doing the same for all students.

Assignments/ Professional Standards/ and Assessment Rubrics

<table>
<thead>
<tr>
<th>Assignment</th>
<th>IRA Standard</th>
<th>Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings Reflective Responses</td>
<td>5.1 Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.</td>
<td>Rubric for Reflective Responses and Class Participation: Moodle</td>
</tr>
<tr>
<td>Workshop Activity: Reading/Writing Workshop Floor Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings</td>
<td>5.1 Modify the arrangements to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.</td>
<td>Rubric for Reflective Readings and Class</td>
</tr>
</tbody>
</table>
### Reflective Responses Workshop Activity:
**Reading/Writing Workshop Floor Plan**

<table>
<thead>
<tr>
<th>Accommodate students’ changing needs.</th>
<th>Participation: Moodle</th>
</tr>
</thead>
</table>

### Reads Reflective Responses

- **5.2** Create supportive social environments for all students, especially those who struggle with reading and writing.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **5.2** Model for and support teachers and other professionals in doing the same for all students.  
  Rubric for Reflective Readings and Class Participation: Moodle

### Final Project: Literate Environment Enhancement Plan

- **5.2** Create supportive environments where English learners are encouraged and provided with many opportunities to use English.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **5.3** Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **5.3** Create effective routines for all students, especially those who struggle with reading and writing. Support teachers in doing the same for all readers.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **5.4** Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. Support teachers in doing the same for all students.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **2.3** Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **2.3** Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.  
  Rubric for Reflective Readings and Class Participation: Moodle
- **2.3** Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.  
  Rubric for Reflective Readings and Class Participation: Moodle

### Content of Course Which Addresses Technological Standards/Competence

Elements of this course will appear in the students electronic portfolio.

### Evaluation Plan/Grading Scale

**Assignment Evaluation:**

<table>
<thead>
<tr>
<th>Reflective Responses to Readings and Class Participation</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Study/LEEP w/ Supporting Resource List</td>
<td>50%</td>
</tr>
<tr>
<td>Portfolio w/ Reflection</td>
<td>25%</td>
</tr>
</tbody>
</table>

**TOTAL** 100%

<table>
<thead>
<tr>
<th>A, A-</th>
<th>90–100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+, B, B-</td>
<td>80-89%</td>
</tr>
<tr>
<td>Incomplete</td>
<td></td>
</tr>
</tbody>
</table>
Textbook List/Bibliography/Recommended Reading/Resources

**Required Texts**

**Recommended Text**

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC of Reflective Response Due on this Date / Standards</th>
<th>Readings Due on this Date</th>
<th>In-Class Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9/13</td>
<td>Introductions, Multigenre Essays</td>
<td>Teaching the Neglected ‘R’ Chs. 1,2,8,9</td>
<td>Rubrics Writing: Essay/ Creative Nonfiction</td>
</tr>
<tr>
<td>9/16/13</td>
<td>Assessment/Interest Inventories</td>
<td>Seeking Diversity</td>
<td>Literate Environment Reading/ Writing Workshop Floor Plan Writing: Poetry</td>
</tr>
<tr>
<td></td>
<td>Literate Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/23/13</td>
<td>Print and Non-Print Genres of Literature</td>
<td>The Wonder of it All</td>
<td>Resource List Writing: Short Story</td>
</tr>
<tr>
<td>10/7/13</td>
<td>Writing Across the Curriculum, Writing to Learn</td>
<td>Individual/Independent Research Articles on WAC, Writing to Learn</td>
<td>Research/ APA format Writing: Portfolio Intro., Guide, Reflect.</td>
</tr>
<tr>
<td>10/14/13</td>
<td>Mechanics, Grammar</td>
<td>The Grammar Plan Book</td>
<td>Integrating Spelling/ Mechanics/ Grammar/ Handwriting Writing: Self-selected</td>
</tr>
<tr>
<td>10/21/13</td>
<td>Technology</td>
<td>Research current resource and supply URL</td>
<td>Using Technology to enhance Reading and Writing</td>
</tr>
<tr>
<td>10/28/13</td>
<td>Final discussion of LEEP</td>
<td></td>
<td>Feedback and suggestions for final project</td>
</tr>
<tr>
<td>11/2/13</td>
<td>Final presentations</td>
<td>Multigenre Portfolio Work &amp; LEEP</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Instructor Additions**

**Assignment Descriptions**

1. **Reflective Responses to Readings and Class Participation:**
   Students are expected to respond to readings with a one page single spaced or a two page double spaced paper which will be shared with the rest of the class on the day due. The responses need to be in the appropriate style and voice. Responses need to reflect the writer’s interpretation of new perspectives, and thought-provoking insights into the teaching of reading and writing. In addition, students are expected to attend class regularly and to frequently contribute to the class discussions by
raising thoughtful questions, analyzing relevant issues, building on others’ ideas, and synthesizing across readings and discussions.

2. Class Study/LEEP (Literate Environment Enhancement Plan) w/Supporting Resource List:
The literate environment of a class will be studied for the Class Study/LEEP. For this study, the school system, class, and students will remain anonymous.

Please compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices in order to assess the literate environment and to determine reading levels, interests, cultural and linguistic backgrounds of students. Assessments may range from standardized tests to informal and technology-based tools as you demonstrate their appropriate use in practice, in order to use them and to train classroom teachers to administer and interpret these assessments. The Class Study/LEEP should include thorough and extensive demonstration and modeling of reading and writing for real purposes. These connections need to be explicit and grounded in research with practical applications; instruction must be designed to intrinsically and extrinsically motivate students to be lifelong readers and writers.

Written paper should include substantial, detailed information; should be thorough and well-defined according to IRA Standards 2.3, 5.1, 5.2, 5.3, 5.4 and specifications, guidelines, and course objectives. The content should be of professional and scholarly quality. Paper should be written with appropriate style and voice, reflecting the writer’s interpretation of new perspectives. The content, organization, and coherence should be of professional quality. APA guidelines and syllabus specifications for this paper should be followed.

Supporting Resource List should include a representative sampling of: a wide range of assessment tools and practices; varied materials, books, technology-based information, and non-print materials that match the reading levels, interests, and cultural and linguistic background of the students in the Class Study/LEEP.

3. Portfolio w/Reflection: Students will be immersed in process writing using multiple genres as they develop a portfolio, and reflect on, their own work as lifelong readers and writers. The portfolio should thoroughly and extensively demonstrate and model reading and writing for real purposes. The connections should be explicit and grounded in research and practical applications in order to enable you to support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices and to help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.

In the reflection, a transformation should be evident in the learner’s examples and explanations of changes in thinking and in learning that have occurred through the process of inquiry, as is evident in the language describing the learner’s transactions with this learning experience.
University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Every effort is made to avoid an official cancelling of class due to weather. There may be times, however, when an emergency or extreme weather condition necessitates a cancellation of the classes.

  Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

  Following are the PSU curtailed operations and/or class cancellation notification procedures:
  In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

  Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

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Hallmarks are the Conceptual Framework of the Graduate School.

1. Leadership and Advocacy
2. Scholarship and Application
3. Reflection and Innovation
4. Professionalism and Service
5. Global Awareness and Social Responsibility
Diversity Framework

In order to teach effectively and ensure student learning in a democratic and pluralistic society, each Reading Writing Specialist candidate at Plymouth State University, by the conclusion of his or her program, will have developed the ability to:

1. Critically examine her or his own identity, and accept that our background and experiences shape our view of the world
2. Learn from and about students, families and communities
3. Identify and empathize with and accept students from diverse backgrounds
4. Become a multicultural person by exploring and learning to understand the experiences and values of others
5. Confront racism and other biases in her/himself, her/his classroom, and in schools and other institutions in society
6. Demonstrate commitment and skills to act as a change agent
7. Implement culturally responsive teaching practices