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

RL 5770 Developing Language and Literacy for Diverse Learners
Instructor: Edith Patridge  College of Graduate Studies, Highland Hall
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Fall 2013  Saturdays 9/14, 9/21, 10/5, 10/19, 10/26, 11/2  9:00 AM – 2:30 PM
Saturday 11/16  9:00 AM – 1:30 PM
2 Pillsbury Street Building Concord

Catalog Description
In this course students will study the foundations of language/literacy processes and instruction. Topics include the psychological, cultural, and linguistic theoretical foundations; current practices, research, and historical developments; reading and writing language development related to their acquisition as well as cultural and linguistic diversity; major components of reading curriculum; major components of writing instruction; reading and writing instructional strategies. The course will be in an interactive seminar/workshop format with an online component.

Course Objectives:
Upon completion of this course students will:
- read, understand, and interpret major theories of reading and writing.
- analyze classroom environment quality for fostering individual motivation to read and write.
- demonstrate a critical stance toward the scholarship of the profession.
- demonstrate an understanding of the research and literature that undergrids reading and writing curriculum and instruction for all students pre-k-12.
- implement research based instructional practices and approaches for the instruction of concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
- develop/adapt a curriculum to meet specific language-proficiency needs of English learners and other students who struggle with reading and writing as well as those of all students.
- be able to design, implement, and evaluate reading and writing curriculum.
- develop a literacy curriculum that has vertical and horizontal alignment.

Assignments/ Professional Standards/ and Assessment Rubrics

<table>
<thead>
<tr>
<th>Assignment</th>
<th>IRA Standard</th>
<th>Assessment Rubric</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td>1.1 Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</td>
<td>Rubric for Reflective Readings and Class Participation: Moodle</td>
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<tr>
<td>Reflective Responses</td>
<td></td>
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<tr>
<td>Workshop Activities</td>
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<tr>
<td>Final Project: Literacy Integration Plan</td>
<td>1.1 Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).</td>
<td>Rubric for Literacy Integration Plan: Moodle</td>
</tr>
<tr>
<td>Final Project: Literacy Integration Plan</td>
<td>1.1 Demonstrate a critical stance toward the scholarship of the profession.</td>
<td>Rubric for Literacy Integration Plan: Moodle</td>
</tr>
<tr>
<td>Final Project: Literacy Integration Plan</td>
<td>Element 2.1 Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</td>
<td>Rubric for Literacy Integration Plan: Moodle</td>
</tr>
<tr>
<td>Instructional Practices, Approaches, Method Options for All Readers, Writers: Readings, Response, Activity</td>
<td>2.1 Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.</td>
<td>Rubric for Demonstration Teaching: Moodle</td>
</tr>
<tr>
<td>Instructional Approaches, Practices, Options: Readings, Response, Activity</td>
<td>2.1 Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.</td>
<td>Rubric for Demonstration Teaching: Moodle</td>
</tr>
<tr>
<td>Phonemic Awareness, Phonics Lessons: Readings, Response, Activity</td>
<td>2.2 Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</td>
<td>Rubric for Reflective Readings and Class Participation: Moodle</td>
</tr>
<tr>
<td>Final Project: Graphic Organizer with Presentation and Reflection</td>
<td>2.2 Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.</td>
<td>Rubric for Graphic Organizer with Presentation and Reflection: Moodle and Rubric for Literacy Integration Plan: Moodle</td>
</tr>
<tr>
<td>Final Project: Literacy Integration Plan</td>
<td>2.2 Support classroom teachers and education support personnel to implement instructional approaches for all students.</td>
<td>Rubric for Graphic Organizer with Presentation and Reflection: Moodle and Rubric for Literacy Integration Plan: Moodle</td>
</tr>
<tr>
<td>Final Project: Literacy Integration Plan</td>
<td>2.2 As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</td>
<td>Rubric for Graphic Organizer with Presentation and Reflection: Moodle and Rubric for Literacy Integration Plan: Moodle</td>
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</tbody>
</table>
Content of Course Which Addresses Technological Standards/Competence

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

Evaluation Plan/Grading Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Responses to Readings</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Graphic Organizer/Metaphor, Presentation, Reflection</td>
<td>40%</td>
</tr>
</tbody>
</table>

**TOTAL 100%**

- A, A- 90–100%
- B+, B, B- 80-89%
- Incomplete

Textbook List/Bibliography/Recommended Reading/Resources

**Required Text**

- OR

Course Calendar

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Readings Due This Day</th>
<th>Reflective Response Due This Day: Topic</th>
<th>In-class Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14/13</td>
<td>Norton chs. 1 – 3</td>
<td># 1 Overview, Foundations, Trends, Instructional Groupings, Assessment</td>
<td>Instructional Grouping</td>
</tr>
<tr>
<td>9/21/13</td>
<td>Norton chs. 4 and</td>
<td># 2 Phonological Awareness, Phonics, Phonemic Awareness</td>
<td>Phonemic Awareness, Phonics Lessons Activity</td>
</tr>
<tr>
<td>10/5/13</td>
<td>Norton ch. 5-6 and</td>
<td># 3 Vocabulary, Fluency, Comprehension, Critical Thinking</td>
<td>Comprehension, Critical Thinking Activity</td>
</tr>
<tr>
<td>10/19/13</td>
<td>Norton chs. 7-9 and</td>
<td># 4 Motivation, The Reading and Writing Connection</td>
<td>Diagram for a Writing Center Activity</td>
</tr>
<tr>
<td>10/26/13</td>
<td>Norton chs. 10-11</td>
<td>#5 ELL, multicultural, Students with Special Needs; technology</td>
<td>Using Technology</td>
</tr>
<tr>
<td>11/2/13</td>
<td>Norton chs. 12 and</td>
<td># 6 Instructional Materials, Differentiating Instruction</td>
<td>Instructional Practices, Approaches, Method for All Readers, Writers</td>
</tr>
</tbody>
</table>
Instructor Additions

Final Project: Graphic Organizer/Metaphor with Presentation and Reflection:

Closely following Topics on the Course Calendar and the Graphic Organizer/Metaphor Rubric, please create a best practices graphic representation of the interaction amongst the components of literacy programming.

Graphic Organizer/Metaphor Presentations will be on the final day of class; plan a 20-30 minute presentation.

Your Graphic Organizer/Metaphor needs to be in a format that can be electronically included in your E-Portfolio.

Reflection: In your reflection please describe any changes in thinking and in learning that have occurred through the process of coursework, readings, activities, inquiry during this course.

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

Implement culturally responsive teaching practice