Texas A & M University-Commerce
RDG 589 Writing in the Elem Classroom
Spring 2013
All online class

Instructor: Dr. Susan Szabo

Email: through eCollege

Office Hours: Anytime through eCollege; allow 24 hours for me to respond.

Catalog Course Description:
This course is designed to study how to teach writing and understanding of the role of writing within the context of literacy learning. This course will study several components of the writing that enhances classroom instruction and your personal writing habits. These components include: the exploring research on writing, developmental stages of writing, the writing process, writing assessment, and variety of writing genres.

COURSE INFORMATION

Required Text:
Everything will be done through developed webquest found in eCollege.

Course Objectives
This course is designed to encourage graduate students to examine and investigate writing within the context of literacy. Students will
1. Reflect upon, understand, and appreciate the role of writing in the literacy process
2. Define the writing process
3. Understand approaches to teaching writing
4. Identify and understand different writing genres
   - Journal writing, biographical writing, descriptive writing, expository writing, narrative writing, poetry writing, persuasive writing, letter writing, TAKS writing
5. Give a writing sample assessment and Identify, interpret, and understand the developmental writing level of the student.
6. Examine and Revise old lesson plans to see how much writing is incorporated.

COURSE REQUIREMENTS and Assignments

Course Requirements

1. **Student writing sample. (30 points)** You will acquire a child’s writing sample and do an assessment on it. You will list what the child can do and you will determine a plan of action to help build other writing/reading skills. You are required to do 3 writing samples (one student should be from a struggling reader, one should be from an average reader and one should be from a great reader).

2. **Lesson plan exploration. (10 points)** You will examine a week’s worth of lesson plans to determine how much writing you have your students do each week. In addition, you will determine if that writing is a one-time shot writing assignment or a writing assignment that used the writing process.

3. **Student Writing Attitude (25 points).** You will give one class of students the writing attitude assessment to determine students' attitudes toward writing. You will analyze the data and develop a plan of action.

4. **Self-reflection on writing research paper (50 points):** In lieu of a comprehensive final, you will be required to find and read 15 articles from a peer reviewed journal about the importance of including writing in the classroom. You will write a reflective paper about your learning experiences from reading the 15 articles. You will write a ½ page summary of each article and reflect on implications for the classroom. You will also create a reference section using APA to share the 15 articles. You can find these online in the library. Use words like writing, effective writing practices, writing to improve reading and learning, etc.

A= 90% - 100%
B= 80% - 89%
C= 70% - 79%

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Procedures/Policies

1. **Professional Attitude**
Student expectations for a professional attitude include active, respectful participation in every class. It does not include activities which are not related to the class. Examples include reading a book or paper, doing a puzzle, doing work for another course. Professional attitude means that you listen politely when your colleagues are talking or presenting. They have valuable professional ideas which you will be able to use in your teaching. Please take notes of ideas they have. There is no way you can remember all the little suggestions or examples that are presented in class without notes. In addition, professional attitude means that you try to glean every tidbit of information that you can from the interactions you have with other students in class. Remember that your goal in teaching is to make a difference in children’s lives. You never know what little bit of information will make that difference!

2. Expectations of Instructor and Students
You can expect that I, as your instructor, will be prepared for class, begin class on time, and hold class for the full time allotted. I will be available for meeting with you outside class time. I will be courteous, encouraging, and willing to counsel you about this course.

For your part in this class, my expectations are similar. I expect you to (1) arrive on time and stay for the whole class, (2) read the text and complete any assignments before class, (3) bring the text to class and participate in class activities and discussions, (4) engage in work related to this class only during class time, and (5) act in an encouraging and courteous manner to all others.

University Procedures/Policies

1. ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services
2. **Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

3. **Academic Support**
Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

1. **Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. **You may want to check in to this by contacting** the Bursar’s Office for more details.

2. **MyLeo**
As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at https://leo.tamu-commerce.edu/login.aspx.

6. **Counseling Services**
You can get help with your personal, academic and/or career concerns. Counseling may deal with issues related to academic progress, daily living, adjustment to the university and relationships with others. Counseling Services are free to university students. The Counseling Center is located in the Student Services Building #204 at the Texas A & M University-Commerce campus and is open Monday through Friday from 8:00-5:00pm (903-886-5868).

7. **Written Assignments**
All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Therefore, if you need extra help, the writing center in the Hall of Languages, Room 103 (903-886-5280) can assist you. Written Assignments should be:

*double spaced*
*1" top and left side margins, 1" bottom and right side margins
*12 point font size in *Times Roman*
*referenced (references and way the paper is set up and shown) in APA *6th edition style*
*revised for clarity and meaning
*edited for accuracy in grammar and mechanics
*saved on computer disk or copied on paper for your records

**Calendar and other items will be handed out the first night of class.**