**READ 4309**

**Reading and Writing Across the Curriculum**

**Course Description**

This course focuses on theory and instructional strategies for teaching and assess literacy learning with EC-6 and 4-8 learners in a school setting. It includes the writing process, genres of children's literature and writing genres, evaluation of children's literature, teaching with mini-lessons using children's literature as mentor texts to teach writing, stages of writing in relation to early literacy, state and national standards for writing, high stakes writing tests and writing to learn.

**Prerequisites**

READ 3311 and acceptance into the Teacher Education Program

**Intended Student Outcomes:**

At the conclusion of the course, the student will be able to:

Knowledge Outcomes

1) identify and understand current national and state initiatives in writing and develop strategies for addressing the high-stakes testing and ELAR TEKS in the classroom;   
2) articulate a coherent, unified theory of teaching and learning literacy; and,   
3) recognize personal biases and differences that may affect one'steaching in relationship to teaching writing.

Skill Outcomes

1) analyze and incorporate children's literature as mentor texts into writing mini-lessons;   
2) characterize apply a variety of strategies to teaching writing including writing workshop and interactive writing for the purpose of writing to learn; and,   
3) explore resources for teachers of writing and use technology to develop instructional materials and strategies.

Values Outcomes

1) respect and understand different needs related to various learners in the literacy classroom;   
2) value the unique contributions of all individuals in the literacy classroom;   
3) emulate the professional standards of the field; and,   
4) recognize the value of reflective practice to facilitate growth as professional educators.

Writing Outcomes

1) analyze and adjust writing style based on the rhetorical situation ( i.e., the document's audience, the writer's purpose, and the conventions that generally govern the document type, or genre);   
2) produce original pieces of writing, both personal and professional;   
3) draft multiple versions;   
4) consider feedback from potential readers or peers; and,   
5) edit and revise.

|  |
| --- |
|  |
|  |  |