

To instructors for LTED 305

Please note a few things –

Candidates with widespread writing problems receive a grade of F3 on the College of Education ToW&R and are directed into LTED 305: Literacy Workshop for Pre-Service Teachers. Students generally cannot continue with their education coursework until they pass the exam. Specifically, they are prohibited from any fieldwork until they pass. Obviously, this is stressful for them. At the same time, many students recognize they have writing deficiencies and welcome this opportunity to improve their skills (even while they may resent this obstacle to their career path).

The College of Education ToW&R will be administered as the final examination in LTED 305. Students must pass the final exam to earn a B in the class. You will want to plan your grading policy for the course around this fact.

In addition, we will provide a midterm exam for you to administer midway through the semester. This exam will be scored by the grading committee, and we ask you to attend this grading session to understand more fully how the grading process works and thus be able to better help your students succeed on the exam. You should bring copies of the exams (the original plus one copy) to the scoring session.

It is crucial that all the work in the class be directed at preparing the students to pass the exam. In addition, it is important that you give the students realistic feedback on the work they do for you as they prepare. Students don't benefit, for example, from being told that their work is "passing-quality" work, only to fail the assessment at the end of the semester. Please be an encouraging, helpful instructor, but please also use the ToW&R rubric to give your students regular and realistic feedback throughout the semester.

The College of Education policy in relation to the exam is as follows:

Candidates will be allowed two attempts to pass the ToW&R. Candidates who fail the exam twice will not be allowed a third attempt until the recommended remediation has been completed. No candidate will be allowed more than three attempts at the ToW&R without special permission from the College of Education Dean's Office. Candidates may be counseled out of their education program if they do not pass the ToW&R after three attempts.

If students have questions about this policy, they should contact the Dean's Office, x2101.

Students can pick up copies of their old exams, with scored rubrics. You should encourage them to do so, as these can be an important diagnostic tool in understanding their areas of weakness. Directions for how the students can go about getting their old exams, along with lots of other information, is on the Writing Assessment website.

We've provided scored samples exams on the website with lots of comments. These should be valuable for you and your students. Please take a look.

You should also strongly recommend that your students seek out weekly tutoring in the University Writing Center. The tutoring is done by professional tutors. It's free and available at a range of days/times. Information about the center can also be accessed through the Writing Assessment website.

The Writing Assessment Committee also has available a number of retired exams for use in the LTED class. Reach out to us for copies.

Finally, candidates enrolled in LTED 305 may not otherwise register for the ToW&R during the semester they are taking the course. Please notify one of us if this is brought to your attention.

Please don't hesitate to ask further questions, pass along comments from your students, or make suggestions about how we can improve any aspect of this process.

Thanks for your work.

## Literacy Workshop for Pre-Service Teachers

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### **COURSE GOALS & OBJECTIVES**

The goal of this course is to improve your literacy skills and to assist you in passing the College of Education Writing Assessment, also known as the TOW&R or Test of Writing and Reading. The exam tests writing skills and reading comprehension. The test also measures your ability to compare, contrast, and competently integrate your own ideas with those of the author.

This course will be rigorous and reading and writing intensive. Students are expected to attend all classes. You will take several “mock” or practice exams as a component of the course. These exams will be returned to you with recommendations for further study and practice in specific areas of composition. Personalized learning will take place in this class. All exams are similar to the Writing Assessment in form and structure. The grade you receive on each practice exam will reflect how hard you are working in and out of class.

### **EVALUATION**

Attendance, participation, and completion of assignments are mandatory. The final exam will count for 30% of your final grade. You must pass this final exam in order to satisfy the College of Education Writing Assessment requirement; **the final exam is the Writing Assessment**. In order to achieve a grade of B or better, you must pass the final exam.

### **TEXT REQUIREMENT**

There is no textbook requirement for this course. Students are required to purchase a 1 inch binder, double-ruled loose leaf paper, and 3 dividers to create 3 separate sections.

## Specific Course Assignments

### Written Daily Journal

All students are expected to keep a written journal in which they write **EVERYDAY**. All entries must be dated, written in print not script, and students must skip lines when writing. Each journal entry should be a minimum of one page.

Journal topics will vary based on assigned readings and coursework in your other classes. However, the goal of each entry is to incorporate **ONE** of the following structures

- Compare/contrast ideas
- Description
- Interpretation
- Evaluation
- Agree/Disagree

Each journal entry should identify which structure is being addressed.

### Readings

Students will be expected to read articles distributed by the instructor. A written assignment will accompany the reading.

### Web-Based Grammar Activities

Students will be expected to complete grammar activities accessible through various websites provided by the instructor.

### Grammar Mini Lessons

Each student will be expected to prepare and teach mini lessons on various grammar topics.

### Class Assignments

Students will be expected to complete “mock tests”, peer reviews of journal entries, peer editing, grammar exercises, and other written assignments.

### Homework Assignments

In addition to readings and journal entries, students will be expected to complete one “test-like” essay every week. These essays will be graded using the TOW&R rubric used by the grading committee. The rough draft must be included with each assignment.

### Midterm Assessment

Student will complete a midterm that will be graded by the Writing Assessment Committee. The purpose of the midterm is for feedback **ONLY**. The grade **will not** be used to determine your final grade.

# Pre-service Literacy Workshop for Teachers

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**COURSE DESCRIPTION and OBJECTIVES:** This class is a three-credit literacy module. You have been placed in this class because the College of Education’s Writing Assessment Grading Committee has determined that you need additional practice in English Composition before you are prepared to progress in your studies. The goal of this course is to improve your writing skills and to assist you in passing the College of Education’s writing assessment examination, also known as the TOW&R or Test of Reading and Writing. The exam tests basic writing skills including grammar & usage, as well as your facility in terms of reading comprehension. The test also measures your ability to compare, contrast, and incorporate the ideas of other writers with your own.

This course will be rigorous and writing and reading intensive. You will also learn how to competently integrate your own ideas with those of the writers. Students are expected to regularly attend all classes. You will take several “mock” or practice assessment exams as a component of the course. These exams will be returned to you with recommendations for further study and practice in specific areas of composition. All exams are similar to the Writing Exam in form and structure. There will also be a computer lab component associated with this course during normal classroom hours.

**There is no required text; however, you must purchase a travel drive or portable data storage device (flash drive) specifically for this course.** You MUST bring your portable drive with you to every class, without exception. These are usually available in the campus bookstore. Other data and materials will be provided by the instructor. You must also purchase a binder to keep all handouts in and a notebook to take weekly notes. Throughout this course you will develop a tangible and virtual portfolio; this portfolio will reflect your progress. Personalized learning will take place in this class; after each mock and graded exam is graded, the instructor will meet with you individually to discuss your graded rubric and your progress.

**EVALUATION:** You will take seven writing exams; the fourth through seventh exams make up your final grade. All exams are given in the computer lab under test-like conditions. The grade you receive on each exam will reflect how hard you are working in and out of the class. In order to pass the mock exams, you must work hard on and complete all in-class and homework assignments.

Graded Exam #1 (Midterm)	=	15 %
Graded Exam #2	=	20 %
Graded Exam #3	=	25 %
Graded Exam #4 (Final Exam)	=	40 %
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Total	=	100 %

The College of Education Writing Assessment Exam is the Final Exam; you must pass this exam to fulfill the writing assessment requirement.

## SCHEDULE:

Week 1:	Introduction Review syllabus Frequently asked questions Assessment test directions Review TOW&R Rubric Discuss grading <b>Mock Test 1</b>
Week 2:	Discussion - Quick tips, Rubric Discussion: Introduction and Conclusion

Outlining and Note-taking  
Grammar Tip 1: Apostrophe Review  
Review Mock Test 1  
Revise Mock Test 1

Week 3: ***Mock Test 2***

Week 4: Grammar Tip 2: Titles  
Grammar Tip 3: The He/She Dilemma and Subject/Pronoun Agreement  
Discussion: Coming up with a thesis, pulling quotes, and supporting them  
Review Mock Test 2  
Revise Mock Test 2

Week 5: Grammar Tip 4: Punctuation and Quotation Marks  
Grammar Tip 5: Paragraphing  
***Mock Test 3***

Week 6: Grammar Tip 6: The Comma  
Grammar Tip 7: Comma Splice & Fragment  
Grammar Tip 8: Parallelism  
REVIEW for MIDTERM  
Review Mock Test 3  
Revise Mock Test 3

Week 7: **MIDTERM EXAM: (Graded Exam #1)**

Week 8: Discussion: Responsiveness to Question and Comprehension Accuracy  
Review Midterm

Week 9: Discussion: Quality of Writing  
Review/Revise Midterm Exam

Week 10: **Graded Exam #2/ Conferences**

Week 11: Grammar Review

Week 12: **Graded Exam #3/Conferences**

Week 13: Review for Final Exam

Week 14: **FINAL EXAM (Graded Exam #4)**

Week 15: Post-exam Conferences