READ 3353
FUNDAMENTALS OF SECONDARY READING INSTRUCTION

Dr. Daniel L. Pearce
Summer II 2012
Office: ECDC 219E
Phone: 825-5881
E-mail: dan.pearce@tamucc.edu
Office Hours: T 2-5; W 2-5, Other times by appointment

I. COURSE DESCRIPTION
This course is designed to provide secondary preservice teachers with professional knowledge concerning current theory, research, essential program components, and sound pedagogical strategies in secondary literacy. Components of the course will include but not limited to the five areas of reading instruction identified by the National Reading Panel (2000). Application of strategies to the reading, writing, and learning needs of adolescents will be emphasized.

II. RATIONALE
This course comprises the State of Texas required minimum three hours of reading for students seeking initial teacher certification at the secondary level. The course provides students the necessary theoretical/research foundation and practical knowledge for incorporating literacy strategies into all areas of the secondary school curriculum.

III. STATE ADOPTED PROFICIENCIES
The following state adopted proficiencies are covered in this course:

1. **Learner-Centered Knowledge.** The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. **Learner-Centered Instruction.** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. **Equity in Excellence for All Learners.** The teacher responds appropriately to diverse groups of learners.

4. **Learner-Centered Communication.** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. **Learner-Centered Professional Development.** The teacher as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES COMPETENCIES
The following TExES competencies are covered in this course:
* **03-002:** The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.

* **03-003:** The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

* **03-005:** The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

* **03-006:** The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.

* **03-008:** The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.

* **03-009:** The teacher uses a variety of instructional materials and resources to support individual and group learning.

* **03-012:** The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

V. **COURSE OBJECTIVES AND OUTCOMES**

This course is designed to enable students to:

1. Demonstrate knowledge of current theoretical and research underpinnings for reading, writing, and learning processes in the secondary school.
2. Apply knowledge of current theory and research on reading and literacy development to the planning and implementation of strategies for adolescents.
3. Develop improved personal reading habits so as to be an excellent model of adult literacy behavior for secondary students.

VI. **COURSE TOPICS**

The major topics to be considered are:

* Theoretical/Research Perspectives on the Historical, Sociological, Psychological, and Pedagogical Contexts for Secondary Literacy
* Strategies for Teaching Secondary Literacy
* Literacy Strategies for Secondary Students with Special Needs
* On-Going Assessment in the Secondary Classroom
* Becoming a Literacy Professional

VII. **INSTRUCTIONAL METHODS AND ACTIVITIES**

Methods and activities for instruction include:

* Lecture and discussion
* Teaching demonstrations
Role plays and simulations
Direct experience
Student microteaching and book talk presentations.
On-line instruction

VIII. EVALUATION AND GRADE ASSIGNMENT
The following course requirements will be explained in detail (including point values and due dates) during class meetings.

Strategy Share
Demonstration lesson
Web searches
Midterm
Final Examination
Class Participation

Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments will automatically have points deducted at the discretion of the professor.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Due Date</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Book Talk</td>
<td>July 11</td>
<td>20</td>
</tr>
<tr>
<td>Project</td>
<td>July 23</td>
<td>20</td>
</tr>
<tr>
<td>Demonstration lesson (10 ea)</td>
<td>July 11, 14,19</td>
<td>30</td>
</tr>
<tr>
<td>Web searches (10 ea)</td>
<td>July 13</td>
<td>30</td>
</tr>
<tr>
<td>Quiz Examinations</td>
<td>Open</td>
<td>90</td>
</tr>
<tr>
<td>Final Examination</td>
<td>July 24</td>
<td>35</td>
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<tr>
<td>Participation</td>
<td></td>
<td>15</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>240</strong></td>
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Final grades are calculated as a percent of total points earned:
A=92-100%;  B=83-91%;  C=74-82%,  D= 66-74%

Class Participation/Attendance Policies
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, since test questions derive mostly from class activities. Consequently, class participation points will be earned based on attendance as well as participation (you will loss 2 points for each tardiness and 3 points for each absence). Missing 4 or more classes will result in a failing grade.
Course assignments will be explained further in class. In addition, a rubric will be passed out for each assignment. The following is a short explanation of each of the assignments.

**Book talk:** Each student will read and present a book related talk in some way to future teaching content.

**Internet Searches:** This assignment can be done cooperatively. For the topics covered on June 4&5, basic reading strategies (i.e., KWL, GRP, DRTA), go on line (i.e., Utube, Flicker, etc) and find an example of someone doing at least two of the strategies. Watch the clip. Then, write up a response in which you compare what was done with what was described in the book. From the topics covered on June 8 (prereading) find a clip of a prereading lesson. Then, write up a response listing where it was and what you saw. Then write a response on whether or not it was appropriate for your area. Bring this to class and be prepared to share. Include this write up on your web search assignment for prereading. For the covered on June 17, questioning, (i.e., ReQuest QAR, Reciprocal Teaching), go on line (ie. Utube, Flicker, etc) and find an example of someone doing at least two of the strategies. Watch the clip. Then, write up a response. Bring to class Be prepared to share.

**Project:** This assignment can be done in pairs. Each group of students will select and compile at least a week’s class plans, based on the TEKs for their content area. Texas Essential Knowledge and Skills can be accessed at: [WWW.tea.state.tx.us/teks](http://WWW.tea.state.tx.us/teks). Each group of students will also write a “rationale” addressing how they would incorporate the concept of “Content Reading/Writing into the subject area chosen.

**Web searches:** This assignment will be done individually. Each student will investigate “Pre reading” and “study skills” on the internet. Details will be given in class.

**Demonstration lessons:** Each student will do two demonstration strategy lessons. Details will be given in class.

**Quizzes:** There will be two quizzes based upon the readings assigned. These will be done on Blackboard at dates to be assigned. The third quiz will be a preparation for the state licensing examination and the final exam and be done in class.

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**IX. Course Schedule and Policies**

**Tentative Schedule**

Day 1  Orientation/ Reading in Secondary Schools  Chapter 1

July 9  Book Talk Modeling  
TEKS  
Unit 1 Reading in Secondary Schools  
Unit 2 Book Talks
Basic Reading Strategies

Unit 3 Basic Reading Strategies

KWL  p. 17
GRP  hand out
DRTA  p. 121

July 10
Unit 1 (online)
Unit 4 (online)

July 11
Student Demonstration
Book talk, demo lesson
TEKs check/project check

July 12
Text
Unit 4 text difficulty
Unit 5 Kinds of Text
Prereading  Chapter 2

July 16
Prereading
In class quiz

July 17
Vocabulary  Chapter 4
Unit 7 Vocabulary
Assisting Reading
Unit 8 Metacognition

July 18
Questioning (online)
Unit 9 Questioning
ReQuest
QAR
Reciprocal

July 19
Student Demonstration
Vocabulary lesson
Questioning lesson
Writing to Learn  Chapter 6
Unit 10 Writing to Learn

July 23
Post Reading
Unit 11 Post Reading Assistance
Study Skills  Chapter 8
Unit 12 Study Reading
Unit 13 Note taking
Study Skills  Test Taking
Unit 14 Wrap up
Review
Projects Due

July 24
Final
X. Course Text


XI. Bibliography

Additional Readings


XII. Statements required by the university:

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Veterans**
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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**Project**

Projects will vary, it is expected that each incorporate several of the components covered in this course in a teaching situation. The unit should be typed and handouts should be in the form that you would give them to students. Each unit should:

1. Be based on a TEKS from grade 6-12 in one of the content areas that the students are preparing to teach in. Texas Essential Knowledge and Skills can be accessed at: WWW.tea.state.tx.us/teks.

2. A listing of major student expectations, please note these are not necessarily behavioral objectives, but instead a content analysis of the major concepts to be covered in the unit. These are to be stated as expectations (These should be drawn from the TEKs).

3. A bibliographic listing of material to be used (both print and non-print).

4. Developed daily activities for at least a five day period. Each activity should include a short explanation on how you would use it with your students and why you are doing that particular activity. (Note, in all probability you will want to plan more than one activity for each day, so you will need an explanation for each activity.)

5. Evidence of introductory and pre-reading activities.

6. The use of, some or all of, the different instructional techniques (questioning activities, reading strategies, content writing, vocabulary development activities, etc.) during the instruction of the unit. While the specific number of techniques used will vary, the unit should contain at least 5 days worth of plans.

8. Listing of how the trade books/non text materials will be used in the unit.
10. Some means of evaluating student success in your unit. While this can include a paper and pencil test, your means for evaluating students should not be limited to just an end test over the unit (I DO NOT WANT YOU TO DEVELOP A TEST FOR THIS UNIT). I do want some way of evaluating student concept growth and development within your unit. For instance, a unit rubric would be appropriate.

Units will be evaluated in terms of: 1) inclusion of the components listed above; (10 points) 2) unit originality (2 points); 3) rationales for each activity (3 points); 4) a one to three page paper stating how you would incorporate content learning into your classes (2 points).

Note, points will be taken off if lessons appear to be thrown together just to include strategy. Points will also be taken off for writing errors.

Web Search I/ summer 2010

You need to go onto the web and identify at least three sites that deal with Prereading instruction (preparing students for a reading assignment and helping upper grade students read an assignment effectively. Using these sites answer the following questions.

1. What are the addresses of the three web sites that you have found? Are they credible? Why do you think so?

2. What specific ideas does each site present about prereading that are in agreement with each other?

3. Do the sites disagree with each other on what they recommend?

4. Who produces each site, are they credible?

5. Based upon the sites you found, identify at least two strategies that you might use, 2 strategies you probably would not use, and write a short paper stating why you chose these strategies.

6. Go to Utube or some other video site (i.e, Flicker) and find a lesson demonstrating a prereading lesson. Write a 1 page summary of what you saw and comment on the lesson.

7.
Web Search II. Note taking

You need to go onto the web and identify at least three sites that deal with notetaking and helping students take notes effectively. Using these sites answer the following questions.

3. What are the addresses of the three web sites that you have found?

4. What specific ideas do each site present about notetaking that are in agreement with each other?

3. Do the sites disagree with each other on what they recommend?

8. Who produces each site, are they credible?

9. Based on the information that you have obtained, write a short (250 plus) paper on how you would help students

Rubric for Web searches
8-10 Points answers all questions
  Answers are complete and without writing errors
  Paper is developed and contains no false information or writing errors

5-7 points
  Answers all questions
  Paper contains some lack of development
  Or
  Minimal writing errors

1-4 points
  Does not fully answer all questions
  Paper is too long or too short
  Paper contains some factual and/or writing errors