Texas A&M University - Corpus Christi
READ 5323 Fundamentals of Secondary Reading Instruction
Summer I, 2012

Dr. Sherrye Dee Garrett
ECDC 241
Phone: 361.825.3314
Office email: sherrye.garrett@tamucc.edu
Home email: sgarrett@stx.rr.com
Office hours: Monday-Thursday 1 pm – 3 pm
And by appointment

I. COURSE DESCRIPTION
This course is designed to provide graduate students with professional knowledge concerning current
theory, research, essential program components, and sound pedagogical strategies in secondary literacy.
Application of strategies to the reading, writing, and learning needs of adolescents will be emphasized.
Enrollment limited to graduate students seeking initial certification.

II. RATIONALE
This course comprises the State of Texas required minimum three hours of reading for graduate students
seeking initial teacher certification at the secondary level. The course provides graduate 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:
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.
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.
Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
Learner-Centered Communication. While acting as an advocate for all students and the school, the
teacher demonstrates effective professional and interpersonal communication skills.
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. State/National Adopted Proficiencies and Competencies
State Adopted Proficiencies
The state-adopted proficiencies covered in this course include the following:
Equity in Excellence for All Learners - The teacher responds appropriately to diverse groups of learners.
Learner-Centered Communication. While acting as an advocate for all students and the school, the
teacher demonstrates effective professional and interpersonal communication skills.
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.
TEExES Competencies

- **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:

- Understand current theoretical and research underpinnings for reading, writing, and learning processes in the secondary school.
- Apply knowledge of current theory and research on reading and literacy development to the planning and implementation of strategies for adolescents.
- Develop improved personal reading habits so as to be a role 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:

A. Traditional experiences (lecture, discussion, demonstration)
B. Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations).
VIII. Course Requirements:

A. Class discussion/attendance
   You are expected to be present in class and to participate in class discussion on a daily basis. This includes reactions to assigned chapter readings. (-10 points for each absence)

B. Content Area Passage
   You will select a non-textbook expository passage on a content-related passage (science, math, social studies). The passage may be from 500 – 750 words. Give a copy of the passage to Dr. Garrett. You will bring this passage to class each meeting and use it for class activities. (20 points — See appendix and BlackBoard for more information.)

C. Book talk
   You will present a 5-minute book talk to the class. You will introduce the book, read selected passages aloud, and discuss how you would use the book in a content classroom and identify appropriate TEKS. Email me the full APA citation for the book you are going to read two days before you will read. (20 points — See appendix and BlackBoard for more information.)

D. Textbook evaluation
   You will complete a comprehensive evaluation of the teacher’s edition of a content textbook. The format will be provided to you. This activity will be completed in class and will be handwritten. (30 points – See appendix and BlackBoard for more information.)

E. Internet lesson plan evaluation
   You will complete an evaluation of a content lesson plan you locate on the Internet. The format will be provided to you. You will evaluate the objectives of the course, the activities, and the appropriate TEKS. Part of this activity may be completed during class time; the instructor will give you additional information in class. (20 points – See appendix and BlackBoard for more information.)

F. Text Set
   You will collect a text set of informational text related to a specific content area. The text set will include the full publication citation for each item, a 50-75 word summary of the contents of the text item, and a statement indicating how the text would be used in a content classroom and the TEKS addressed by the texts. The items in your text set do not have to relate to the same topic, but they do have to relate to the content area. The items in the text set will consist of:
   - A newspaper article.
   - A magazine article (general market, such as Time, or targeted market, such as American History, or a targeted educational magazine, such as Time for Kids)
   - A poem
   - An secondary nonfiction book
   - An elementary nonfiction book.
   (50 points — See appendix and BlackBoard for more information).

G. Modeling lesson
   You will prepare and conduct a content lesson to the class as if you were modeling the lesson for a content teacher in a content classroom. You will prepare a one-page handout/description of the activity for class members, including content applications and appropriate TEKS. (40 points — See appendix and BlackBoard for more information)

H. Content reading reflection – Benchmark for course.
   You will submit a 750-1,000 word reflection on what you have learned and practiced in this classroom. If you are already teaching, your reflection can relate directly to your experiences with your students. If you are not yet teaching, your reflection can relate to the changes in your
personal knowledge base as the result of course activities. (100 points – See appendix and BlackBoard for more information. You must achieve 80 points on this paper to pass the course.)

NOTE: All outside written assignments must be:

- Double-spaced
- Word processed
- Written in APA style
- Free of mechanics, usage, grammatical, and spelling errors.

Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom discussion/attendance (-10 per absence)</td>
<td></td>
</tr>
<tr>
<td>Content area passage</td>
<td>20</td>
</tr>
<tr>
<td>Book talk</td>
<td>20</td>
</tr>
<tr>
<td>Textbook evaluation (in class)</td>
<td>30</td>
</tr>
<tr>
<td>Internet lesson plan evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Text set</td>
<td>50</td>
</tr>
<tr>
<td>Modeling lesson</td>
<td>40</td>
</tr>
<tr>
<td>Content reading reflection</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>280</td>
</tr>
</tbody>
</table>

Points Grade

92%-100% A 68%-75% D
84%-91% B 60%-67% F
76%-83% C
### IX. **Course Requirements:**

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>This is due on this date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4</td>
<td>Introductions, Course requirements, BlackBoard overview, Cognition</td>
<td></td>
</tr>
<tr>
<td>6/6</td>
<td>Discussion circles (Assigned reading), Content reading and TEKS, Adolescent literacy, <em>(Reading Next)</em>, Nonfiction, <em>Sign up for book talks</em></td>
<td>VV: 1, 11: 376-402, <em>Reading Next</em> (Report posted on BB), Bring FBFI to class, Content area passage – bring to class</td>
</tr>
<tr>
<td>6/13</td>
<td>Discussion circles (Assigned reading), Text sets, Vocabulary, Textbook evaluation</td>
<td>VV: 8, Bring a content textbook for high school from Bell Library or your school, Textbook evaluation in class, Book talk</td>
</tr>
<tr>
<td>6/18</td>
<td>Discussion circles (Assigned reading), Comprehension</td>
<td>VV: 6, Book talk, Modeling strategy</td>
</tr>
<tr>
<td>6/20</td>
<td>Discussion circles (Assigned reading), Comprehension, Text structure</td>
<td>VV: 7, Book talk, Modeling strategy</td>
</tr>
<tr>
<td>6/25</td>
<td>Discussion circles (Assigned reading), Study skills, Technology and content reading</td>
<td>VV: 2, 10, Book talk, Modeling strategy</td>
</tr>
<tr>
<td>6/27</td>
<td>Discussion circles (Assigned reading), Reading and writing in content, Discovery circles, jigsaws, writingareas</td>
<td>VV: 9, Book talk, Modeling strategy</td>
</tr>
<tr>
<td>7/2</td>
<td>Putting it together: Planning for instruction</td>
<td>Book talk, Modeling strategy</td>
</tr>
<tr>
<td>7/3</td>
<td></td>
<td>Reflection paper due</td>
</tr>
</tbody>
</table>
X. Text:

XI. Bibliography of Selected References:

### READ 5323: APPENDIX—Course Requirements

**Why in the world? — Why these particular requirements?**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion/attendance</td>
<td>(-10 per absence)</td>
<td>We socially construct knowledge in this class. Your input and participation will advance our understanding of content area reading.</td>
</tr>
<tr>
<td>Content area passage</td>
<td>20</td>
<td>You will use this self-selected text as the basis for many of our activities in class. You will be asked to apply your learning to this specific text.</td>
</tr>
<tr>
<td>Book talk Use correct APA</td>
<td>20</td>
<td>It is important for you to be a role model as a reader – for both students and content area colleagues. It helps students to hear well-written text read by a good reader. You have a responsibility to identify and use quality non-textbook resources. You must be able to relate alternative texts to appropriate TEKS.</td>
</tr>
<tr>
<td>Textbook evaluation</td>
<td>30</td>
<td>This activity requires you to analyze a textbook that might be used in a content classroom. It familiarizes you with the content and format of the textbooks used by your colleagues. You should be able to maximize your use of your textbook and the TEKS provided by the textbook publisher.</td>
</tr>
<tr>
<td>Internet lesson plan evaluation</td>
<td>20</td>
<td>This activity takes you to Internet sources that can be helpful to content teachers. There are many ideas for lessons and units on the Internet. You need to determine which are educationally sound and which are not and which address the TEKS in your content area.</td>
</tr>
</tbody>
</table>
| Text set  
- Correct APA citation 5 points  
- Summary and recommendations: 15 | 50 | This activity enables you to explore multiple texts on a particular topic. You must be able to adapt materials on a common theme for different students in your classroom and identify the content TEKS that are related to your text set topic. |
| Modeling lesson  
1. Description of strategy: 20 points  
2. Thoroughness of strategy: 40 points  
3. Level of class engagement: 20 points  
4. Debriefing of class: 20 points | 40 | This activity provides you with the opportunity to model a lesson you might present in a content classroom and to show how different strategies can be used to address content TEKS. |
| Content reading reflection  
- The nature of your content area  
- Vocabulary needs  
- Comprehension/text structure issues  
- Student issues related to your content  
- Concluding thoughts | 100 | **This is the benchmark for this course.** It is important for you, as a professional, to reflect on new learning experiences so you can integrate and synthesize information which may make you a better teacher. Include all areas in your discussion. |
Requirements — How to do them!

Class discussion/attendance

Show up every week and share insights, experiences, challenges, and knowledge. We may use reaction and exit slips to verify attention.

Content area passage

Find a content-related passage, preferably NOT from a textbook. Use supplemental materials. This may include passages from nonfiction books or the Internet. We will use various class content passages for hands-on activities each week. Give Dr. Garrett a copy and keep your passage in your notebook and bring it each week.

Book talk

1. Post full APA information about your book on the Bulletin Board section of BlackBoard.
2. Tell the class the name and author of the book.
3. Explain why you selected this book for your content area.
4. Read selected pages or paragraphs from the book. Set up each section you read so your audience will know what to expect.
5. Explain how you might use this book in your content area. Identify the specific TEKS the book would address.
6. Note: This book talk should last no more than 7-8 minutes. You may use children’s picture books as well.

Textbook evaluation

1. You will bring a content-specific textbook to class on a designated evening.
2. You will share the textbook with a small group of classmates.
3. You will complete a written evaluation of the textbook in class.

Internet lesson plan evaluation

1. You will locate a lesson plan on an Internet site related to your content area.
2. You will be given a form to evaluate the lesson plan. You will submit it via BlackBoard.

Text set

1. You will locate the necessary non-textbook examples of content-related reading materials.
2. You will write up your text set elements and turn them in to the professor.
3. Use this format for writing up the elements:
   a. Your name and course number in the upper right hand corner of the paper.
   b. The type of text
   c. A full and correct APA citation for the text
   d. A 20-50 word description of the content of the text
   e. A 50-word explanation of how you could use the text in your classroom.
   f. A listing of the specific TEKS that would be addressed by your text set.
   g. NOTE: This is word-processed and spell- and grammar-checked. Submit via BlackBoard.
Modeling lesson
1. You will work with a partner to model a content activity from the FBFI book with the class.
2. You will have the class complete the activity as if they were students in your class.
3. You will provide each class member with a text passage to use with the activity.
4. You will tell class members the name of the strategy, do the activity with them and then discuss how it could be used in other content areas.
5. You will provide class members with a one-page handout describing the activity. You will cite the activity appropriately, using APA format, and list advantages of the activity and suggestions for uses in other content areas.
6. You will identify the specific TEKS that would be addressed by your demonstration.

Content reading reflection --- Benchmark for this course.
1. You will write up a reflection of your experiences, reading and assignments from this course. The following sections are required; you do NOT need to number the sections.
   a. Provide a cover page with your name, the number of the course and the date.
   b. Section 1: Introduce your paper by discussing the nature of your content area: what makes it unique, what special issues, especially reading-related issues, are related to the content. Discuss the nature of the TEKS related to your content area.
   c. Section 2: Discuss the vocabulary issues related to your content.
   d. Section 3: Discuss the comprehension skills needed in your content as well as the text structure of the subject matter.
   e. Section 4: Discuss any particular affective or cognitive challenges students face in your content area.
   f. Section 5: Discuss your professional growth in the area of content area reading.
2. NOTE: This paper will be word-processed and spell- and grammar-checked. Submit via BlackBoard.
READ 5323 Final Reflection Paper — Benchmark

Use everything we’ve discussed and everything you’ve learned or thought about in this course to write your paper. Use Vacca and Vacca as a guide for the reading-specific sections.

Note: You must achieve a score of 80 points on this paper to pass the course.

<table>
<thead>
<tr>
<th>Reflection Paper Section</th>
<th>Approx. pages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a cover page with your name, the number of the course and the date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 1: Introduce your paper by discussing the nature of your content area: what makes it unique, what special issues, especially reading-related issues, are related to the content.</td>
<td>1-2</td>
<td>10</td>
</tr>
<tr>
<td>Section 2: Discuss the vocabulary issues related to your content.</td>
<td>1-2</td>
<td>15</td>
</tr>
<tr>
<td>• Specialized content words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course-related roots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Words with multiple meanings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 3: Discuss the comprehension skills needed in your content as well as the text structure of the subject matter.</td>
<td>2-4</td>
<td>30</td>
</tr>
<tr>
<td>• Prior knowledge/schema needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Text structure patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(compare/contrast, sequence, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Visual elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 4: Discuss any particular affective or cognitive challenges students face in your content area.</td>
<td>1-2</td>
<td>15</td>
</tr>
<tr>
<td>• Schema/background knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attitudes/fear about subject area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 5: Discuss your professional growth in the area of content area reading. How has the course content expanded your knowledge of content reading skills? How will you teach differently because of your new knowledge?</td>
<td>2-5</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>