I. Course Description:

This course is designed to acquaint students with the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students’ abilities to learn through text-based instruction, (b) ways to promote the acquisition of study skills, and (c) ways for a teacher to assist marginal readers in a classroom situation.

II. Rationale:

Master’s level reading professionals and reading specialists are expected to address literacy issues from early childhood through grade 12. This course addresses an important literacy area: reading in content areas. The reading professional is expected to demonstrate appropriate knowledge and pedagogy in content reading. In addition, the reading professional is expected to provide professional development experiences for academic content teachers, who do not have extensive backgrounds in literacy.

III. State Adopted Proficiencies for Teachers and/or Administrators

A. The following state adopted proficiencies are covered in this course:
   B. 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.
   C. 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.
   D. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
   E. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
   F. 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

004 The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students’ reading competence at the levels of early childhood through grade 12.

006 The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.
The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students’ oral and written vocabulary knowledge at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

**International Reading Association Standards for Reading Professionals**

1.4 Demonstrate knowledge of the components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in skilled reading.

2.1 Use key instructional organization options (individual, small-group, whole-class, computer-based).

2.2 Use a wide range of instructional practices, approaches, and methods that address all components of reading across the curriculum.

2.3 Use a wide range of curriculum materials and programs, children’s and adolescents’ literature, poetry, creative dramatics, storytelling, computer technology and software, newspapers, magazines, and other print materials in effective reading instruction.

2.5 Plan and implement instruction that allows children to integrate the components of reading and become effective and motivated readers.

3.6 Communicate assessment results effectively to students, parents, colleagues, and administrators.

4.2 Model and discuss reading and writing as valued lifelong activities.

4.4 Use choices of books and tasks, opportunities for personal response to literature and authentic purposes for reading and writing to encourage self-directed reading and writing.

5.2 Pursue knowledge by reading professional journals and publication, participating in conferences, belonging to professional organizations, conducting research, and writing for publication.

5.5 Improve the profession by having regular conversations, discussions and consultations about all learners, reading theory, and assessment and instruction with other professionals.

5.6 Participate in, initiate, implement, and evaluated professional development programs.
V. **Course Objectives: The student will be able to:**

A. Understand the content, curriculum, and pedagogy related to content literacy.

B. Understand the characteristics of learners at different developmental levels as they relate to content literacy.

C. Identify and apply literacy strategies related to academic content areas.

D. Identify a variety of informational texts appropriate for specific content areas.

**TAMU-CC WEAVE Student outcomes**

**Students’ ability to teach diverse individuals**
Master's students will demonstrate an ability to work with children and/or adolescents of differing backgrounds and differing abilities in literacy.

**Students’ knowledge of reading components**
Students can define components of reading and identify strategies for development.

VI. **Course Topics**

- Characteristics of adolescent learners
- Content-related comprehension
- Content-related vocabulary
- Study skills

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. **Evaluation and Grade Assignment:**

Note: This course will be managed via BlackBoard; part of the course consists of assignments on BlackBoard. It is essential that you have a BlackBoard account. Assignment details will be listed on BlackBoard. BlackBoard assignments will be submitted electronically.

**Methods of Evaluation and Criteria for Grade Assignments**
A. **Class discussion/attendance**
   You are expected to be present in class and to participate in class discussion on a daily basis. (-10 points for each absence.)

B. **Book talk**
   You will present a 5-minute book talk on a non-fiction or informational book to the class. You will introduce the book, read selected passages aloud, and discuss how you would use the book in a content classroom. (10 points – See BlackBoard Assignment section for details).

C. **Textbook comparison**
   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. (20 points)

D. **Strategy workshop**
   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. (25 points — See BlackBoard Assignment section for details)

E. **Text Set**
   You will collect a 10-item text set of informational text related to a specific content area. The text set will include the full APA 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. 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 include:
   1. A newspaper article.
   2. A magazine article (general market, such as *Time*, or targeted market, such as *American History*)
   3. A poem
   4. An secondary nonfiction book
   5. An elementary nonfiction book.
   (50 points — See BlackBoard Assignment section for details).

F. **BlackBoard Assignments**
   1. **Reading First/IRA Position Paper Response**
      - You will read a major report on adolescent literacy and the report of the Adolescent Literacy Committee of the IRA. You will prepare a written response to these reports. (20 points — See BlackBoard Assignment section for details).
   2. **Textbook Analysis**
      - You will prepare a detailed analysis of a chapter in a content textbook. (20 points — See BlackBoard Assignment section for details).
   3. **Vocabulary Analysis**
      - You will prepare a detailed analysis of the vocabulary requirements of a chapter in a content textbook. (20 points — See BlackBoard Assignment section for details).
   4. **Study Guide**
      - You will prepare a study guide for a chapter in a content textbook. (20 points — See BlackBoard Assignment section for details).

Note: All outside written assignments must be double-spaced; word processed; written in APA style; and free of mechanics, usage, and grammatical, and spelling errors.
Grade Assignment

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Absence -10)</td>
<td></td>
</tr>
<tr>
<td>Book talk</td>
<td>10</td>
</tr>
<tr>
<td>Textbook comparison</td>
<td>15</td>
</tr>
<tr>
<td>Strategy workshop</td>
<td>25</td>
</tr>
<tr>
<td>Text set</td>
<td>50</td>
</tr>
<tr>
<td>Web: Textbook analysis</td>
<td>20</td>
</tr>
<tr>
<td>Web: Reading Next response</td>
<td>20</td>
</tr>
<tr>
<td>Web: Vocabulary analysis</td>
<td>20</td>
</tr>
<tr>
<td>Web: Study guide</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

Points       Grade
92%-100%     A
84%-91%      B
76%-83%      C

68%-75%      D
60%-67%      F
### Tentative course schedule

Tentative Schedule: Topic dates may change based on Strategy Workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Class topics</th>
<th>Reading or Assignments due on this day</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 9</td>
<td>Introductions, Class requirements, Content reading overview, BlackBoard Orientation</td>
<td>VVM: 1</td>
</tr>
<tr>
<td>July 10</td>
<td>Visual literacy, Nonfiction elements</td>
<td></td>
</tr>
<tr>
<td>July 11</td>
<td>Text structure, Textbook analysis, IRA Position statement</td>
<td>VVM: 10, IRA Position Statement Bring Teacher’s Edition of a content textbook (NOT language arts or reading)</td>
</tr>
<tr>
<td>July 12</td>
<td>Readability, Text sets, Discovery circles, jigsaws and data charts</td>
<td>VVM: 4 BlackBoard: Reading Next written assignment due July 11 BlackBoard: Textbook analysis due July 11</td>
</tr>
<tr>
<td>July 16</td>
<td>Vocabulary, Review Textbook analysis</td>
<td>VVM: 8</td>
</tr>
<tr>
<td>July 17</td>
<td>Before reading issues and activities, During reading issues and activities</td>
<td>VVM: 6, 7 Note: BlackBoard: Textbook vocabulary analysis due July 18</td>
</tr>
<tr>
<td>July 18</td>
<td>After reading issues and activities, Writing, Historical fiction, Professional development workshop</td>
<td>VVM: 9 *Note: BlackBoard Study guide due July 18</td>
</tr>
<tr>
<td>July 19</td>
<td>Strategy applications</td>
<td>VVM: 5</td>
</tr>
<tr>
<td>July 23</td>
<td>Strategy applications, Professional development workshop</td>
<td></td>
</tr>
<tr>
<td>July 24</td>
<td>Integrating instruction</td>
<td></td>
</tr>
</tbody>
</table>
X. Textbook

XI. Bibliography of Selected References:
## READ 5369: 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 for absences</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>Book talk</td>
<td>10</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 help colleagues identify and use quality non-textbook resources.</td>
</tr>
<tr>
<td>Textbook comparison</td>
<td>15</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 help colleagues maximize their use of their textbooks.</td>
</tr>
<tr>
<td>Modeling lesson</td>
<td>25</td>
<td>This activity provides you with the opportunity to model a lesson you might present in a content classroom.</td>
</tr>
</tbody>
</table>
|                                    |        | **Description of strategy:** 5 points  
|                                    |        | **Thoroughness of strategy:** 10 points  
|                                    |        | **Discussion of educational principles involved:** 10 points                                                                                 |
| Text set                           | 50     | This activity enables you to explore multiple texts on a particular topic. You will have experienced the research you would recommend for content teachers. |
| Web: Reading Next/IRA Position Statement | 20     | These reports will familiarize you with the current thinking about adolescent literacy in the field today.                                  |
| Web: Textbook analysis             | 20     | This activity requires you to think deeply about the content textbook materials students are expected to read and understand.             |
| Web: Vocabulary analysis           | 20     | This activity requires you to think deeply about the vocabulary demands students face in trying to deal with content material.              |
| Web: Study guide                   | 20     | This activity requires you to think about how to direct students’ reading in a content textbook.                                           |
READ 5369: Strategy Workshop Possibilities

You and/or your group may select any of the strategies presented in the textbook or any other strategies you think appropriate. I’ll pass around the signup sheet at the next class meeting. In the meantime, think about how each of the strategies below fits your content area. (No KWL, please.)

1. Brainstorming (PreP or other)
2. Graphic organizers
3. Chapter preview/prediction
4. Anticipation/reaction guides
5. Knowledge rating scale
6. Context clues
7. Concept of definition or word map
8. Morphemic (structural) analysis: direct instruction in word parts
9. QAR
10. DRTA
11. Questioning the author
12. Reciprocal teaching
13. Levels of comprehension reading guide
14. Learning logs
15. Text pattern guide
16. Note taking
17. Semantic feature chart

You may assign tasks anyway you like; here are some possibilities:
- Someone to select and prepare the text you will use in your demonstration.
- Someone to prepare handouts/PowerPoint for your presentation.
- Someone to direct the activity with the class.
- Someone to debrief the class.
- Other?