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. TEEXES COMPETENCIES
The following TEEXES 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
* Direct experience
* Student microteaching and presentations

VIII. EVALUATION AND GRADE ASSIGNMENT

The following course requirements will be explained in detail during class meetings.

Literature share
Book Report in a Bag
Chapter presentation with strategies
Chapter abstracts
Field observation
Professional Journal Article
Unit/Lesson plans
Midterm
Final Examination
Class Participation

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. 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.

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.

Assignments
Course assignments will be explained further in class. The following is a short explanation of each of the assignments.
**Literature share:** Each student will read and share a book related talk that connects to your chosen content area and will also include the following information: Title, Author(s), Illustrator, Publisher, Summary, Setting, or how to use within your content.

**Book Report in a Bag:** Each student will complete a BRIAB—instructions will be posted on blackboard.

**Chapter presentation with strategies:** Students will sign up to present a chapter or chapters depending on the number of students in the class. Strategies will be demonstrated within the chapter presentations. Some examples of presentation may include a power point, prezi, handout, class activities, or any other method you may choose.

**Chapter abstracts:** Each student will submit a chapter abstract by date the chapter is due to be read.

**Unit:** This assignment is to be done individually. Each student will compile a 5-day lesson plan 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 student will present one lesson and provide a “rationale” addressing how they would incorporate the concept of “Content Reading/Writing into the subject area chosen.

**Field observation:** Each student will conduct a 45-minute field observation on a secondary campus in their chosen content area. Submit a written mini lesson observation.

**Professional Journal Article:** Read a journal article related to your content and the topic of reading. Identify the topic of the article, provide full publication information in APA (info includes: author(s), title, journal name, volume/date and pages), summary of the article, how reading can be integrated into your content and at least two questions raised in your mind as a result of the article. **Provide a copy of the article with the summary.**

**IX. Course Schedule and Policies**

**Tentative Schedule**

**Notes:** Chapter readings and assignments should be completed by class time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2012</td>
<td>Overview: Course BB, syllabus, CAR &amp; PAR</td>
<td>Agenda:</td>
</tr>
<tr>
<td></td>
<td>Five Components of Reading</td>
<td>* Orientation to the course</td>
</tr>
<tr>
<td></td>
<td>Reading in Secondary Schools</td>
<td>* Orientation to Blackboard</td>
</tr>
<tr>
<td></td>
<td>Welcome to Content Area Reading!!</td>
<td>* Introduction to CAR (Content Area Reading), PAR (Preparation, Assistance, Reflection)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Complete the information card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• name, address, phone #s (home &amp; work)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• email address (home/work)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• course expectations</td>
</tr>
</tbody>
</table>
- specific content area on which you will focus during this course (language arts/English, social studies, math, science, music, art, Health/PE, etc.)
- grade level & content you expect to teach

2. Review the syllabus, the course expectations, and the course assignments
3. The Marlup
4. BRIAB (Book Report in a Bag)
5. Five Components of Reading
6. Sign up for Chapter presentation
7. Chapter abstract

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter Title</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4, 2012</td>
<td>Dyslexia Chapter 1 &amp; 2: Content Teachers and Content Literacy: Teaching in the Affective Domain</td>
<td>By class time: Read Chapter 1 &amp; 2 and turn in chapter abstracts. Groups need to be ready to present chapter. Sign up for Literature Share</td>
</tr>
<tr>
<td>September 11, 2012</td>
<td>Chapter 3 &amp; 4: Preparation for Learning; Assistance in Learning Lesson plan design</td>
<td>By class time: Read Chapter 3 &amp; 4 and turn in chapter abstracts. Groups need to be ready to present chapter.</td>
</tr>
<tr>
<td>September 18, 2012</td>
<td>Chapter 5 &amp; 6: Learning through Reflection; Moving Beyond the Traditional Textbook and Transmission Methods</td>
<td>By class time: Read Chapter 5 &amp; 6 and turn in chapter abstracts. Groups need to be ready to present chapter.</td>
</tr>
<tr>
<td>September 25, 2012</td>
<td>Literature share</td>
<td>Literature share</td>
</tr>
<tr>
<td>October 9, 2012</td>
<td>Chapter 7 &amp; 8: Teaching Vocabulary; Writing to Learn in content Areas</td>
<td>By class time: Read Chapter 7 &amp; 8 and turn in chapter abstracts. Groups need to be ready to present chapter.</td>
</tr>
<tr>
<td>October 16, 2012</td>
<td>Mid-term</td>
<td></td>
</tr>
<tr>
<td>October 23, 2012</td>
<td>Chapter 9 &amp; 10: Study Skills in the Electronic Age; Technology in Today's Content Classrooms</td>
<td>By class time: Read Chapter 9 &amp; 10 and turn in chapter abstracts. Groups need to be ready to present chapter. Journal Article due</td>
</tr>
<tr>
<td>October 30, 2012</td>
<td>Chapter 12 Assessment and Evaluation Issues</td>
<td>By class time: Read Chapter 12 and turn in chapter abstract. Group needs to be ready to present chapter.</td>
</tr>
<tr>
<td>November 6, 2012</td>
<td>Special Education Laws, ARD’s Documentation</td>
<td>Field observation due</td>
</tr>
<tr>
<td>November 13, 2012</td>
<td>Chapter 11: Supporting Diverse Learners in Content Classrooms</td>
<td>By class time: Read Chapter 11 and turn in chapter abstract. Group needs to be ready to present chapter.</td>
</tr>
<tr>
<td>November 20, 2012</td>
<td>Unit presentations</td>
<td>Unit due</td>
</tr>
</tbody>
</table>
November 27, 2012  |  Unit presentations
December 4, 2012  |  Final Review  
                  |  BRIAB Presentation
                  |  BRIAB (Book Report in a Bag) due

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.tamu.cc/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.

Unit
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.

7. Listing of how the trade books/non text materials will be used in the unit.

8. 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.