READ 3353
CONTENT AREA READING FOR SECONDARY STUDENTS

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Fall 2013 T 4:20 – 6:50 p.m. TBA
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Office Hours: T & Th 1:00 – 4:00 p.m. and 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
VIII. EVALUATION AND GRADE ASSIGNMENT
The following course requirements will be explained in detail during class meetings.

- Teaching demonstrations
- Direct experience
- Student microteaching and presentations

Book talk
Google Internet Searches
Chapter presentation with strategies
Chapter discussions on blackboard
Field observation
Professional Journal Article
Unit/Lesson plans
Dyslexia Exam
Midterm Exam
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.
**Book talk:** Each student will read and present a book related talk in some way to further teaching content. For extra information on Book Talks go to Instructional Strategies On-Line and click on Book talks.

**Google/Internet Searches:** This assignment can be done cooperatively in the sense you may watch the same clips but each write up must be individually done. For the topics covered on:

1. **Basic Reading Strategies** (i.e., KWL, GRP, DRTA).
   - Google video demonstrations for KWL, DRTA, Manzo and Guided Reading Procedure. (*Due Sept 24\(^{th}\)*)
2. **Questioning**
   - Google video demonstrations for ReQuest QAR, and Reciprocal Teaching. (*Due Oct 8\(^{th}\)*)
3. **Prereading**
   - Google video demonstrations for a prereading lesson. In your response explain whether or not it was appropriate for your area. Bring a copy of this to class and be prepared to share. This assignment will be done differently than the others. (*Due Oct 22*)
4. **Study skills**
   - Google video demonstrations for note taking. (*Due Nov 5*)

**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 discussions:** Each student will participate in chapter discussions on blackboard.

**Unit:** This assignment can be done individually or in pairs. Student(s) 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). Student(s) 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. **Tentative Schedule**

**Notes:** Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Requirements</th>
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<tbody>
<tr>
<td>September 10, 2013</td>
<td>Overview: Course BB, syllabus, CAR &amp; PAR Five Components of Reading, Reading in Secondary Schools</td>
<td>Read Chapters 1 &amp; 2 by next class</td>
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<td>September 17, 2013</td>
<td>Lesson Plan Design Teacher Modeled Book Talk/Strategy and Chapter Presentation W/Strategy</td>
<td>Book talk &amp; Chapter Presentation sign ups</td>
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<td>September 24, 2013</td>
<td><em>Cadre Conferencing/Share</em> Text Structures &amp; Non-Fiction Texts Read/Think Aloud Shared Reading/Writing</td>
<td>Due: Google/Internet Search #1 (Basic Reading Strategies) Book talks</td>
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<td>October 1, 2013</td>
<td><em>Cadre Conferencing/Share</em> Accuracy &amp; Fluency in Reading Readability Texts/Lexiles</td>
<td>Book talks</td>
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<td>October 8, 2013</td>
<td><em>Cadre Conferencing/Share</em> Comprehension in Reading Schema connection: before, during, after</td>
<td>Due: Google/Internet Search #2 (Questioning) Chapter 3 &amp; 4 presentations</td>
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<td>October 15, 2013</td>
<td><strong>Midterm Exam (In class)</strong></td>
<td>Chapter 5 &amp; 6 presentations</td>
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<td>October 22, 2013</td>
<td><em>Cadre Conferencing/Share</em> Expanding Vocabulary in Reading Newspaper &amp; Periodical Strategies</td>
<td>Due: Google/Internet Search #3 (Prereading) Chapter 7 &amp; 8 presentations</td>
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<td>October 29, 2013</td>
<td><em>Cadre Conferencing/Share</em> Cognition/Metacognition Critical Literacy</td>
<td>Due: Google/Internet Search #4 (Study skills) Chapter 11 &amp; 12 presentations</td>
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<td>November 5, 2013</td>
<td>Dyslexia Presentation</td>
<td>Due: Field Observation</td>
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<td>November 12, 2013</td>
<td><strong>Dyslexia Exam (In class)</strong></td>
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<td>November 19, 2013</td>
<td><em>Cadre Conferencing/Share</em> Technology &amp; New Literacies</td>
<td>Due: Journal Article</td>
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<td>November 26, 2013</td>
<td>Unit presentations</td>
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<td>December 3, 2013</td>
<td>Unit presentations</td>
<td>Due: Journal Article</td>
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<td>December 10, 2013</td>
<td><strong>Final Exam (In class)</strong></td>
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**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. 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.