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. TECEWS COMPETENCIES
The following TECEWS 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:
1. Theoretical/Research Perspectives on the Historical, Sociological, Psychological, and Pedagogical Contexts for Secondary Literacy
2. Strategies for Teaching Secondary Literacy
3. Literacy Strategies for Secondary Students with Special Needs
4. On-Going Assessment in the Secondary Classroom
5. 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. COURSE REQUIREMENTS
1. Attendance
   Attendance is an essential requirement of this course. It is your responsibility to attend every class and contribute to class discussion. Points (5) are deducted for each absence or early departure.

2. Texas Essential Knowledge and Skills (TEKS) & Lesson Plans
   Submit copy of your TEKS related to your content area. Develop two lesson plans. (20 points - See details on BlackBoard.)

3. Alternative Texts
   A search of fiction & non-fiction books related to your content area. You will generate a list of 25 to include Title, Author, Content, Genre, and Grade level (secondary only). (75 points - See details on BlackBoard.)

4. Book Talk
   A 5-minute talk on a secondary level book of your choice. The purpose is to motivate your students to read your book. (10 points - See details on BlackBoard.)

5. Strategy Presentations & Demonstrations
   Students will demonstrate strategies in the form of presentations throughout the semester. (25 points - See details on BlackBoard.)

6. Chapter Quizzes
   Each student will complete online chapter quizzes. There will be a time limit and deadline time frame. (60 points - See details on BlackBoard.)

7. Professional Journal Article & presentation:
   Read a journal article related to your content and/or the topic of reading. You will teach the class what you learned from your article, i.e. (presentation, demonstration, activity). Identify full publication information (info includes: author(s), title, journal name, volume/date and pages). Provide me with a copy of the article. (20 points - See details on BlackBoard.)

8. Dyslexia Presentation & Exam
   Each student will be provided information on Dyslexia and expected to master the exam. (80 points - See details on BlackBoard.)

9. Exam
   Final. (100 points - See details on BlackBoard.)
Evaluation and Grading:

Grades will be determined according to the following:

- Attendance (-10 for each)
- Chapter quizzes 60
- Book Talk 10
- Demonstration lesson 25
- Lesson Plans 20
- Journal presentation 20
- Alternative texts 75
- Dyslexia exam 80
- Final 100

TOTAL 390

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.

Final grades are calculated as a percent of total points earned:

- A=100-90%
- B=89-80%
- C=79-70%
- D=69-60%
- F=59 & below

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent: All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.</td>
</tr>
<tr>
<td>B</td>
<td>Good: All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance, but lacks professional polish.</td>
</tr>
<tr>
<td>C</td>
<td>Average: The work is complete. The work contains all required parts. The work lacks evidence of time and effort.</td>
</tr>
<tr>
<td>D</td>
<td>Passing: The work is not adequate in details, efforts, professionalism, or completeness.</td>
</tr>
<tr>
<td>F</td>
<td>Failing: The work is inadequate or incomplete.</td>
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</tbody>
</table>

Class Policies

Class policies and Regulations:

Attendance and Class Participation: Attendance is an essential requirement of this course and is the responsibility of the student. You are expected to attend every class and be prepared to actively contribute to class discussion. Ten points will be deducted from your grade for every absence.
Assignments: All papers must be word-processed, doubled spaced and spell-checked. Cite references where applicable.

Late assignments: Late assignments will not be accepted. Of course there are some catastrophic events in life we cannot predict nor dictate that may cause delay in work products; I will take this into consideration on an individual basis. Communicating an excuse for a late assignment does not constitute a waiver of the deadline.

Communications and Grading policy: I will make every effort to respond to emails within 48 hours (excluding weekends). I will attempt to record grades for assignments within one week. Communications should be done through BlackBoard messages.

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises.

1. Respect
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.

2. Comfort
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. Honesty
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   - All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
   - World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website and the date it was accessed... Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
   - Academic Honesty Statement
   - Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are
responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

- Plagiarism is wholly unacceptable, and for the purposes of this course is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMUCC). Appropriate citation of resources is required.

4. In interpreting others' comments, we should be fair-minded and understanding.

Cell Phone/Electronic Device Usage

Cell phones and other electronic devices should not be used during class. Lap tops, tablets and smart phones may be used if a specific occasion arises during a class discussion where immediate information is desired. That request will be made by the professor. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an appropriate penalty depending upon the nature and severity of the misconduct.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 20 is the last day to drop a class with an automatic grade of “W” this term.
Preferred methods of scholarly citations
All written materials must conform to style guidelines and citation formatting of the APA 6th Edition Stylebook.

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.

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.
IX. Course Schedule and Policies

*Tentative Schedule*

Notes: Chapter readings and assignments should be completed by class time on the day they are due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Requirement due</th>
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<tbody>
<tr>
<td>June 3</td>
<td>Intro</td>
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<tr>
<td></td>
<td>Course requirements</td>
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<tr>
<td>June 4</td>
<td>Adolescent literacy</td>
<td>RMF, Chapter 1</td>
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<td>June 5</td>
<td>TEKS</td>
<td>PAR</td>
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<td>June 6</td>
<td>Affective domain</td>
<td>RMF, Chapter 2</td>
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<td>June 8-9</td>
<td>Quiz, RMF, Chapters 1-2</td>
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<tr>
<td>Online</td>
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<td></td>
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<tr>
<td>(Saturday/Sunday)</td>
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<td></td>
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<tr>
<td>June 10</td>
<td>Constructing meaning</td>
<td>RMF, Chapter 3</td>
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<tr>
<td>June 11</td>
<td>Construction meaning</td>
<td>RMF, Chapter 4</td>
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<tr>
<td>June 12</td>
<td>Reflection</td>
<td>RMF, Chapter 5</td>
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<td>June 13</td>
<td>Book talks</td>
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<td>Demo lessons</td>
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<td>June 15-16</td>
<td>Quiz, RMF, Chapters 3-5</td>
<td>Lesson Plans</td>
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<td>Online</td>
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<td>June 17</td>
<td>Alternative texts</td>
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<td>June 18</td>
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<td>RMF, Chapter 7</td>
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<td>June 19</td>
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<td>Book talks</td>
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<td>Demo lessons</td>
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<td>June 20</td>
<td>Dyslexia &amp;</td>
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<td>Book talks</td>
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<td>June 22-23</td>
<td>Quiz, RMF, Chapters 6-7</td>
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<td>June 24</td>
<td>Writing</td>
<td>RMF, Chapter 8</td>
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<td>June 25</td>
<td>Study Skills</td>
<td>RMF, Chapter 9</td>
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<td>June 26</td>
<td>Technology</td>
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<td>June 27</td>
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<td>June 28-29</td>
<td>Quiz, RMF, Chapters 8-10</td>
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<td>Dyslexia make-up exam</td>
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<td>June 30</td>
<td>Diverse learners</td>
<td>RMF, Chapter 11</td>
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<td>July 1</td>
<td>Evaluation and assessment</td>
<td>RMF, Chapter 12</td>
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<td>July 2</td>
<td>Study day</td>
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<td>July 3</td>
<td>Final exam</td>
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X. Course Text

XI. Bibliography: Additional Readings


