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Course Description  
This course focuses on planning, developing, selecting, and organizing reading materials for secondary reading instruction. Prerequisite: READ 3353.

Learning Objectives

I. The student will demonstrate an understanding of content, pedagogy, and technology that provides a relevant and meaningful learning experience for all students.

II. The student will demonstrate an understanding of learner-centered communities and the need to implement instruction based on learner needs.

III. The student will demonstrate an understanding of methods, materials, and beliefs used in a well-rounded literacy program for secondary students.

IV. The student will demonstrate an understanding of learner-centered communities, the importance of teacher collaboration, and use of technology and other resources.

V. The student will demonstrate interpersonal communication skills.

VI. The student will demonstrate an understanding of human diversity and how diversity may affect learning in the classroom.

VII. The student will demonstrate an understanding of how motivation affects learning and how to increase the motivation of readers.

VIII. The student will demonstrate an understanding of instructional strategies to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.

IX. The student will demonstrate an understanding of instructional materials and resources to support individual and group learning.

X. The student will demonstrate the ability to work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

Major Course Requirements

During the course, there will be lectures, discussions, writing assignments, videos, demonstrations, field trips, and teaching assignments.

- **Report of two scholarly articles.** You will choose two articles from a scholarly journal that address reading in secondary schools (in the English or content area classroom). The
articles may address teaching strategies or issues found in the classroom. **You need to receive approval for the article you have chosen.** You will summarize the articles and discuss the application of the article’s content. You will be asked to share your findings with your classmates. (20 points)

- **Demonstration lessons:**
  You will perform lessons in which you use non-fiction, fiction, and/or classic literature to teach a concept. You will need to write a one page plan for each lesson that will include the following: appropriate TEKS, appropriate College Readiness Skills, and a description of Before, During, and After reading instructional techniques. (20 points)

- **Reading Responses:** You will need to turn in reading responses for your textbook. Most of our class discussions will not be on the assigned textbook. You will need to read the assigned textbook to understand the class discussions. Written responses need to highlight and discuss the important points of each chapter. You need to also insert your personal connections or questions into your notes. You will use these notes to guide your discussion during class meetings. (10 points)

- **Literacy autobiography:** You will prepare a written literacy autobiography. The emphasis will be on your middle and high school years. You will also include home and elementary school experiences that influenced your views of teaching English. (5 points)

- **Interesting facts:** You will find and share interesting facts about literacy. This may include statistics or stories from newspapers/journals/magazines. You will also turn in a handout that includes the source (APA) and a brief summary. (5 points)

- **Read young adult books and complete a literature talk.** To demonstrate the importance of using supplemental resources in the classroom, you will locate an example of a nonfiction trade book that can be used in your classroom. A trade book is any book other than a textbook or reference text. The book you choose should be a motivational read with many features (e.g., illustrations, interesting information, format, etc.) to engage students. Avoid books with unrealistically high reading levels and content density. Do not choose a book simply because you enjoyed it and assume that your students will as well. Bring the book to class when you do your Book Talk and provide your instructor with a handout. (10 points)

- **Exams. (20 points).**

- **Class Attendance/Participation. (-5 each absence).** Participation includes class activities: textbook review, text set, and other classroom activities. (10 points)

A=Excellent-All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is 100% professional in content and appearance.

B=Good-All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is complete in content and appearance.
C=Average-The work is complete. The work contains all required parts, but lacks polish.

D=Passing-The work is not adequate in details, efforts, professionalism, or completeness.

F=Failing-The work is inadequate or incomplete.

On quizzes and tests, the following grading scale will be used:
90-100% = A
80-89% = B
73-79% = C
72-68% = D
67%and below = F

Required or Recommended Readings

Textbook/Required Text:

TEKS (Texas Essential Knowledge and Skills). You will need to print one copy of the TEKS for your area /grade of interest. This information is found on the Texas Educational Agency website, http://www.tea.state.tx.us/teks/

Texas College and Career Readiness Standards. You will need an electronic copy of these standards. This information will be e-mailed to you.

Recommended or Supplemental Reading:


State Adopted Proficiencies/TExES competencies (COE)

- 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. The teacher creates 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 Professional Development: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
IV. TeXes Competencies

English 8-12

001 The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students’ lives and learning.
002 The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.
003 The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.
004 The teacher understands reading processes and teaches students to apply these processes.
005 The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.
006 The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.
007 The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.
008 The teacher understands and promotes writing as a recursive, developmental, integrative, and ongoing process and provides students with opportunities to develop competence as writers.
009 The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.
010 The teacher understands principles of oral communication and promotes students’ development of listening and speaking skills.
011 The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

Course Policies

Attendance/tardiness
Students are expected to attend each class. Punctuality is expected. Students are responsible for attending each class on time and staying until class is over.

Late work and Make-up Exams
Assignments are due on the date required. No late work will be accepted. I will accept assignments early. Arriving to class late will result in the assignment being late and communicating an excuse for a late assignment does not constitute a waiver of the deadline. *Please do not use class time to discuss your personal grade. Your grade is a private discussion between you and me. You are to schedule an appointment during office hours if you have any questions.. All work is due at the beginning of class. Also, there are no make-up exams.

Extra Credit
PROFESSIONAL MEMBERSHIP
Student Reading Council: Join, attend all three meetings for the semester and participate in community service projects.
$10.00 annual membership fee
**Cell Phone/Electronic Device Usage**

Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential emergency, then prior notification of such possibility must be made known to me before the start of class and phone set 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 ”a penalty or penalties as stated in the TAMUCC Undergraduate Handbook, page 40, which includes:

- Written reprimand;
- Requirement to re-do work in questions;
- Requirement to submit additional work;
- Lowering of grade on work in questions;
- Assigning grade of “F” to work in questions;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or from the University.

**NOTE**: If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question.

**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. **Friday, April 11, 2014** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**: APA Publication 6th edition

**Classroom/professional behavior**

1. All chapter assignments should be read prior to class.
   A student who has to be reminded/cautioned for demonstrating lack of attentiveness
and respect for student presentations will be penalized 10 points on his/her presentation.

2. The instructor reserves the right to add, delete, and/or reorder assignments with ample notification to students. Students will be expected to comply with changes as directed.

3. All A&M-Corpus Christi students will be assigned an Islander e-mail address. The new Islander e-mail address will be the official manner in which the University and I will communicate with students. Always include “READ 3355” in the subject when contacting me.

PLEASE NOTE: **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 my requirements if the situation arises.

- **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* and listen when others speak.

- **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 unintelligent! We all learn at different paces and by asking questions.

- **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 (APA). ----- even if found on the Internet.
  - 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.
**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.