I. COURSE DESCRIPTION

This course is designed to provide graduate students with professional knowledge concerning current theory, research, essential program components, and sound pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs of adolescents will be emphasized. Enrollment limited to graduate students seeking initial certification.

II. RATIONALE

This course comprises the State of Texas required minimum three hours of reading for graduate students seeking initial teacher certification at the secondary level. The course provides graduate 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:

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. To create 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 Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

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.
State/National Adopted Proficiencies and Competencies

State Adopted Proficiencies
The state-adopted proficiencies covered in this course include the following:

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.

Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

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.

TExES Competencies

* 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.

IV. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

- Understand current theoretical and research underpinnings for reading, writing, and learning processes in the secondary school.
- Apply knowledge of current theory and research on reading and literacy development to the planning and implementation of strategies for adolescents.
- Develop improved personal reading habits so as to be a role model of adult literacy behavior for secondary students.
V. 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

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).

VI. COURSE REQUIREMENTS:

- **Introduction Assignments**
  You will introduce yourself to the class by posting a photograph of yourself and a brief biography on a designated page in BlackBoard. You will write a self-reflection paper on your knowledge of and attitudes toward secondary reading at the beginning of the course. (See details and deadlines on BlackBoard)

- **Module 1: Content Reading and Adolescent Literacy**
  You will read a research report and the position statement of the International Reading Association as resources for an analytical paper. You will write reaction papers to three journal articles. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- **Module 2: Textbook Analysis and Readability**
  You will use assigned readings to prepare you to complete an in-depth analysis of a content textbook. You will locate and react to specific state standards in your subject area. There will be a quiz on the content reading in this module. (See details and deadlines on BlackBoard)

- **Module 3: Vocabulary Issues**
  You will use assigned readings and resources to support your development of a project that demonstrates your understanding of the topics. You will have several options to develop your project. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- **Module 4: Comprehension Issues**
  You will use assigned readings and resources to support your development of a project that demonstrates your understanding of the topics. You will have several options to develop your project. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- **Module 5: Research and Study Skills**
  You will use assigned readings and resources to support your development of a project that demonstrates your understanding of the topics. You will have several
options to develop your project. There will be a quiz on the content in this module. 
(See details and deadlines on BlackBoard)

- **Module 6: Alternative Texts**
  You will use assigned readings and resources to prepare to complete a text set of alternative texts. 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:
  - A newspaper article.
  - A magazine article (general market, such as Time, or targeted market, such as American History)
  - A poem
  - An secondary nonfiction book
  - An elementary nonfiction book
You will write an analytical paper about the appropriate use of technology as it relates to reading in a secondary content classroom. 
(See details and deadlines on BlackBoard).

- **Module 7: Dyslexia and Procedures Concerning Dyslexia**
  You will use assigned readings and resources to support your development of a project that demonstrates your understanding of the topics. You will have several options to develop your project. There will be a quiz on the content in this module. 
(See details and deadlines on BlackBoard)

- **Module 8: Comprehensive Final Project: Secondary and Content Reading Reflection – Benchmark for course.**
  You will submit a 750-1,000 word analytical reflection on what you have learned in this course. If you are already teaching, your reflection can relate directly to your experiences with your students. If you are not yet teaching, your reflection can relate to the changes in your personal knowledge base as the result of course activities. This reflection must include citations to specific sources that have informed your learning. The paper must follow APA (6th Edition) format. (100 points – See appendix and BlackBoard for more information. You must achieve 80 points on this paper to pass the course.)

**NOTE: All course written assignments must be:**
- Double-spaced
- Word processed
- Written in APA style
- Free of mechanics, usage, grammatical, and spelling errors.
- Times New Roman or Arial

**Evaluation and Grade Assignment**

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Introductory Assignment</td>
<td>20</td>
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<tr>
<td>Seven Modules (70 points each)</td>
<td>490</td>
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<tr>
<td>Secondary/Content reading reflection</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
<td>610</td>
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Points         Grade
92%-100%  A
84%-91%  B
76%-83%  C
68%-75%  D
60%-67%  F

VII. COURSE POLICIES

Late work and Make-up Exams
Full credit will not be given for late assignments

Extra Credit
Extra credit is not an option for this course.

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 level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

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 TAMU-CC student). Appropriate citation of resources is required.
**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, 2014 is the last day to drop a class with an automatic grade of “W” this term.**

**Preferred methods of scholarly citations**

**Classroom/professional behavior**

**Online Course Etiquette**
An online course has a unique culture and etiquette. Unlike popular social media, such as Facebook or Twitter that you may already be using in your daily life, online course etiquette more closely resembles that of a traditional, on-campus course. Here are some guidelines that will help you be successful in this course:

1. **Interacting with People, not a Computer:** Since most of your interaction will be text-only, you won’t be able to pick up on “cues” such as body language, facial and vocal inflection, or the discussion’s changing pace. This has the potential for people to misunderstand one another’s writing.

   Give your writing a respectful “tone,” whether you are agreeing or disagreeing with another person’s posting. When you read e-mail or online discussions, make sure you understand the other person’s message. A confrontational reply to a message you’ve misunderstood can drag a conversation down for everyone. If you don’t understand, ask the writer for clarification with language you would use in the classroom. Think about how you’d react if someone wrote you the way you’re writing your message. If you think a posting is inappropriate, you should contact me (privately, via email) to look into it.
2. **Read Before You Write:** Spoken conversations are a continuous process of talking and listening. When you walk up to friends in a conversation, you listen awhile to pick up what’s being talked about before you join in. It’s good etiquette online, too. Even if it’s a conversation you contributed to previously, new posts by others may have introduced new questions and taken the discussion in new directions.

3. **Read Before You Submit:** In general, discussion posts and e-mail should be as concise as possible while still making your message clear. Write a draft and before you click the submit button, read your message aloud, to yourself or to someone else. This can help you find awkward phrasing, correct mis-spelling, or maybe see a clearer way to compose your message.

   Avoid language that is humorous, angry, sarcastic, or offensive. Remember that your readers won’t have those cues mentioned above and could misunderstand you. If you feel particularly strongly about a point, it may be best to write your message first as a draft and then review it before posting in order to remove any strong or ambiguous language.

4. **Words are Forever:** Once you submit your message, whether in e-mail or as a post to a blog or discussion group, it will be stored on servers “out there” for others to read. You won’t be able to easily take back your words. If someone writes you a private e-mail, respect that privacy.

**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](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.

VIII. COURSE SCHEDULE

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<tr>
<th>Assignment</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Introduction assignments</td>
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<td>Module 1</td>
<td>November 5</td>
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<td>Module 2</td>
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<td>December 3</td>
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<td>Module 6</td>
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<td>Module 7</td>
<td>December 15</td>
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<td>Module 8</td>
<td>December 17</td>
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Note: All written assignments will be due on the dates above. I will keep the assignments open until midnight of the day they are due. Discussion participation will be due the same date as the written assignments. Quizzes will due the day after each module assignment and discussion are due.
IX. TEXTBOOK

X. BIBLIOGRAPHY OF SELECTED REFERENCES