I. Course Description:
This course is designed to acquaint students with the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students’ abilities to learn through text-based instruction, (b) ways to promote the acquisition of study skills, and (c) ways for a teacher to assist marginal readers in a classroom situation.

II. Rationale:
Master’s level reading professionals and reading specialists are expected to address literacy issues from early childhood through grade 12. This course addresses an important literacy area: reading in content areas. The reading professional is expected to demonstrate appropriate knowledge and pedagogy in content reading, In addition, the reading professional is expected to provide professional development experiences for academic content teachers, who do not have extensive backgrounds in literacy

III. State Adopted Proficiencies for Teachers and/or Administrators
A. The following state adopted proficiencies are covered in this course:
B. 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.
C. 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.
D. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
E. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
F. 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
004 The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students’ reading competence at the levels of early childhood through grade 12.
006 The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.
The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students’ oral and written vocabulary knowledge at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

International Reading Association Standards for Reading Professionals

1.4 Demonstrate knowledge of the components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in skilled reading

2.1 Use key instructional organization options (individual, small-group, whole-class, computer-based).

2.2 Use a wide range of instructional practices, approaches, and methods that address all components of reading across the curriculum

2.3 Use a wide range of curriculum materials and programs, children’s and adolescents’ literature, poetry, creative dramatics, storytelling, computer technology and software, newspapers, magazines, and other print materials in effective reading instruction.

2.5 Plan and implement instruction that allows children to integrate the components of reading and become effective and motivated readers.

3.6 Communicate assessment results effectively to students, parents, colleagues, and administrators.

4.2 Model and discuss reading and writing as valued lifelong activities.

4.4 Use choices of books and tasks, opportunities for personal response to literature and authentic purposes for reading and writing to encourage self-directed reading and writing.

5.2 Pursue knowledge by reading professional journals and publication, participating in conferences, belonging to professional organizations, conducting research, and writing for publication.

5.5 Improve the profession by having regular conversations, discussions and consultations about all learners, reading theory, and assessment and instruction with other professionals.

5.6 Participate in, initiate, implement, and evaluated professional development programs.
V. Course Objectives: The student will be able to:
   A. Understand the content, curriculum, and pedagogy related to content literacy.
   B. Understand the characteristics of learners at different developmental levels as they relate to content literacy.
   C. Identify and apply literacy strategies related to academic content areas.
   D. Identify a variety of informational texts appropriate for specific content areas.

TAMU-CC WEAVE Student outcomes”

Students’ ability to teach diverse individuals
Master’s students will demonstrate an ability to work with children and/or adolescents of differing backgrounds and differing abilities in literacy.

Students’ knowledge of reading components
Students can define components of reading and identify strategies for development.

VI. Course Topics
   • Characteristics of adolescent learners
   • Content-related comprehension
   • Content-related vocabulary
   • Study skills

VII. Instructional Methods and Activities: Methods and activities for instruction include:
   A. Online presentation and interaction only.

VIII. Evaluation and Grade Assignment:
   Note: This course will be taught via BlackBoard 9.1 (Learn). You must have an Island Online account. If you have not participated in an online course before, go to https://iol.tamucc.edu/ In the Island Online Login Box, click on “I am a new user” and follow directions to establish your account. You will need to go to http://bb9.tamucc.edu to establish your BlackBoard 9.1 login.

Methods of Evaluation and Criteria for Grade Assignments
The course work for READ 5369 is organized around an introduction assignment and six modules. The first five modules are self-contained. The sixth module requires students to use information learned in the previous five modules.

The instructional assignments are:
A. Introduction Assignment
You will introduce yourself to the class by posting a photograph of yourself and a brief biography on a designated page in BlackBoard. (30 points. See details and deadlines on BlackBoard)

B. 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. There will be a quiz on the content in this module. (80 points total: Assignments, 50; Discussion question, 10; Quiz, 20. See details and deadlines on BlackBoard)

C. Module 2: Textbook Analysis and Readability
You will use assigned readings to prepare you to complete an in-depth analysis of a content testbook. There will be a quiz on the content reading in this module. (80 points total: Assignments, 50; Discussion question, 10; Quiz, 20. See details and deadlines on BlackBoard)

D. Module 3: Vocabulary Issues
You will use assigned readings to prepare you to complete a comprehensive analysis of vocabulary in content reading. There will be a quiz on the content in this module. (80 points total: Assignments, 50; Discussion question, 10; Quiz, 20. See details and deadlines on BlackBoard)

E. Module 4: Comprehension Issues
You will use assigned readings to prepare you to complete a comprehensive analysis of the comprehension needs of students in content reading. There will be a quiz on the content in this module. (80 points total: Assignments, 50; Discussion question, 10; Quiz, 20. See details and deadlines on BlackBoard)

F. Module 5: Research and Study Skill
You will use assigned readings to prepare you to complete a comprehensive analysis of the research and study skill needs of students in content reading. There will be a quiz on the content in this module. (80 points total: Assignments, 50; Discussion question, 10; Quiz, 20. See details and deadlines on BlackBoard)

G. Module 6: Alternative Texts
You will use assigned readings to compile an annotative bibliography of a variety of texts on a topic and to generate ideas for appropriate writing activities in a content classroom. (80 points total: Assignments, 50; Discussion question, 10; Quiz, 20. See details and deadlines on BlackBoard)

H. Module 7: Comprehensive Reflection
You will use assigned readings and knowledge gained in the Modules 1 through 5 to prepare a comprehensive reflection on the issues studied in this course. (100 points total. See details and deadlines on BlackBoard)

Note: All written assignments must be double-spaced; word processed; written in APA style (6th edition); and free of mechanics, usage, and grammatical, and spelling errors.
Points for Assignments

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction assignment</td>
<td>30</td>
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<tr>
<td>Module 1</td>
<td>80</td>
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<td>Module 2</td>
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<td>Module 3</td>
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<td>Module 6</td>
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<td>Module 7</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<th>Points</th>
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<tr>
<td>92%-100%</td>
<td>A</td>
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<tr>
<td>84%-91%</td>
<td>B</td>
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<tr>
<td>76%-83%</td>
<td>C</td>
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<tr>
<td>68%-75%</td>
<td>D</td>
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<tr>
<td>60%-67%</td>
<td>F</td>
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IX. Course schedule

Course assignments are due on the following days:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Introduction assignment</td>
<td>August 31</td>
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<tr>
<td>Module 1</td>
<td>September 7</td>
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<tr>
<td>Module 2</td>
<td>September 21</td>
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<td>Module 3</td>
<td>October 5</td>
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<td>Module 4</td>
<td>October 19</td>
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<td>Module 5</td>
<td>November 2</td>
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<td>Module 6</td>
<td>November 16</td>
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<td>Module 7</td>
<td>November 30</td>
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Note: All written assignments will be due on the dates above. Most of these dates all fall on Sundays. I will keep the assignments open until midnight of the day they are due. Quizzes will be due the weekend of the due date for each module. I have selected the Sunday midnight deadlines in order to give you time over the weekend to complete your modules.
X. Textbook

XI. Bibliography of Selected References:

XII. Additional Course Policies

Attendance/tardiness
Online participation in this class is expected; your participation will be evaluated based on your contributions to asynchronous class discussions.

Late work and Make-up Exams
Full credit will not be given for late assignments. Assignments will be closed on BlackBoard at the deadline posted. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the Message tool in BlackBoard.

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

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. These guidelines apply to any asynchronous or synchronous discussions online.

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.

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.

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. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
In interpreting others' comments, we should be fair-minded and understanding.

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.

November 7, 2014, is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

**Classroom/professional behavior**

**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.

**XIII. Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.