I. COURSE DESCRIPTION
This course focuses on recent issues, materials, methods, and strategies considered essential for effective reading instruction in the elementary school content areas. Components of the course will include comprehension strategies, vocabulary development, reading-writing connections, and word study. Prerequisite: READ 3320 or READ 3321. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development.

II. RATIONALE
This course is designed to provide undergraduate pre-service teachers an opportunity to: (1) analyze and synthesize information regarding content area reading, and (2) demonstrate knowledge of various ways to help students succeed in reading to learn and the acquisition of study skills.

III. STATE ADOPTED PROFICIENCIES
The following state adopted proficiencies are covered in this course:

1. **Oral Language** – Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

2. **Phonological and Phonemic Awareness** – Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

3. **Alphabetic Principle** – teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle,
and provide instruction that helps students understand that printed words consist of
graphic representations that relate to the sounds of spoken language in conventional and
intentional ways.

4. **Literacy Development and Practice** – Teachers of young students understand that
literacy develops over time and progresses from emergent to proficient stages. Teachers
use a variety of contexts to support the development of young students’ literacy.

5. **Word Analysis and Decoding** – Teachers understand the importance of word analysis
and decoding to reading and provide many opportunities for students to improve word
analysis and decoding abilities.

6. **Reading Fluency** – Teachers understand the importance of fluency to reading
comprehension and provide many opportunities for students to improve reading fluency.

7. **Comprehension** – Teachers understand the importance of reading for understanding,
know the components of comprehension, and teach young students strategies for
improving comprehension.

8. **Development of Written Communication** – Teachers understand that writing to
communicate is a developmental process and provide instruction that helps young
students develop competence in written communication.

9. **Writing Conventions** – Teachers understand how young students use writing
conventions and how to help students develop those conventions.

10. **Assessment and Instruction of Developing Literacy** – Teachers understand the basic
principles of assessment and use a variety of literacy assessment practices to plan and
implement literacy instruction for young students.

### IV. TExES COMPETENCIES

The following TExES competencies are covered in this course:

- 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.
- The teacher creates a learner-centered community; the teacher collaboratively
identifies needs; and plans, implements, and assesses instruction using technology
and other resources.
- The teacher responds appropriately to diverse groups of learners.
- While acting as an advocate for all students and the school, the teacher demonstrates
effective professional and interpersonal communication skills.
- 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.

### V. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Demonstrate an understanding for and apply a content area framework of instruction.
   These will include the following:
   - The use of prior knowledge to construct purposes for reading
• The establishment of strategies which assist in reading higher level interpretation of text, and the opportunity for reflection on what has been learned
• Demonstrate an understanding for the Language Arts TEKS and use them to design appropriate lessons.

2. Analyze texts that are used in class for factors that make them easier or more difficult to comprehend

VI. COURSE TOPICS
The major topics to be considered are:

* Approaches to teaching reading in the content areas
* Materials used in a well-rounded literacy program
* Levels of questions
* Reading for Inquiry
* Texas Essential Knowledge and Skills
* Text sets
* Text-structure of non-fiction text
* Reading strategies for Before, During, and After reading non-fiction texts
* Vocabulary development
* Factors influencing literacy proficiency
* Book Awards

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction include:

* Lecture and discussion
* Teaching demonstrations
* Direct experience
* Student microteaching and presentations

VIII. EVALUATION AND GRADE ASSIGNMENT
The following course requirements will be explained in detail during class meetings.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Set</td>
<td>25 pts</td>
</tr>
<tr>
<td>Demonstration Lesson</td>
<td>25 pts</td>
</tr>
<tr>
<td>Professional Journal Articles</td>
<td>30 pts (15 pts each)</td>
</tr>
<tr>
<td>Dyslexia Exam</td>
<td>50 pts</td>
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<tr>
<td>Midterm Exam</td>
<td>50 pts</td>
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<tr>
<td>Final Exam</td>
<td>50 pts</td>
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<tr>
<td>Reflections</td>
<td>50 pts (5 pts each)</td>
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</tbody>
</table>

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=90-100%
- B=80-89%
- C=70-79%
- D= 60-69%

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, because test questions derive mostly from class activities. In addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

Assignments

Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

**Reflections:** Insightful responses based on the chapter, corresponding lecture, and your personal reaction. Turn in reflections on blackboard under the Reflections content folder.

**Text Set:** Text sets are books and reading materials used for a specific topic, unit or theme to be taught. You will need to choose a grade level and content area you are interested in teaching. After determining your grade level and content area, choose a topic (i.e., insects, weather, etc.) and related TEKS to construct a text set that includes ten related texts. You will bring these to class and share with the rest of the class. I will provide more details in class.

**Demonstration Lesson:** You will present a lesson individually using a strategy from the Tompkins book. You will need to write a lesson plan and turn it in on blackboard. The lesson will be conducted with the rest of the class participating. I will provide more information in class.

**Professional Journal Articles (2):** Read a journal article related to your content and the topic of reading. The article must be from The Reading Teacher, Journal of Adolescent Literacy, Reading Research Quarterly, Theory into Practice, Reading Psychology, Literacy Research and Instruction, or you may email requests for approval from other journals. 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. You will turn these in on blackboard in the Journal Articles content folder.

IX. REQUIRED OR RECOMMENDED READINGS:

**Required Textbooks:**


**Recommended or Supplemental Reading:**


X. 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. Reflections are due by the following week before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20</td>
<td>Course Intro, Syllabus, Five Components of Reading</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Introduction to Nonfiction</td>
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<td></td>
<td>Example Demo Lesson</td>
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<tr>
<td>1/27</td>
<td>Lesson Plan Design</td>
<td>Chapter 2</td>
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<td></td>
<td>Balanced Literacy</td>
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<td></td>
<td>Fiction/Nonfiction Text Structure</td>
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<td></td>
<td>Discuss Journal Article Assignment</td>
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<tr>
<td>2/3</td>
<td>Journal Article Assignment Online</td>
<td>Class is Online</td>
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<tr>
<td>Online</td>
<td></td>
<td>Reflection 1 Before Class</td>
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<tr>
<td>2/10</td>
<td>Journal Article Presentations</td>
<td>Due Before Class: Journal Article</td>
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<td></td>
<td>Read/Think Aloud</td>
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<td></td>
<td>Shared Reading/Writing</td>
<td>Chapter 3</td>
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<td></td>
<td>Accuracy &amp; Fluency in Reading</td>
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<td></td>
<td>Readability</td>
<td>Chapter 6</td>
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<td></td>
<td>Comprehension in Reading</td>
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<tr>
<td>2/17</td>
<td>Guided Reading with Nonfiction</td>
<td>Demo Lessons</td>
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<td></td>
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<td>Chapter 4</td>
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<td>Chapter 7</td>
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<td></td>
<td>Reflection 3 Before Class</td>
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<tr>
<td>2/24</td>
<td>Expanding Vocabulary in Reading</td>
<td>Demo Lessons</td>
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<tr>
<td></td>
<td>Cognition/Metacognition</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td>Critical Literacy</td>
<td>Due: Text Set Annotated Bibliography</td>
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<tr>
<td></td>
<td>Text Set Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Explain Dyslexia Assignment</td>
<td></td>
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<tr>
<td></td>
<td>Review for Essay Exam</td>
<td></td>
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<tr>
<td>3/2</td>
<td>No Class: Essay Exam Due Online</td>
<td>Exam Due on Blackboard</td>
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<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/9</td>
<td>Dyslexia Research Online</td>
<td>Class is Online</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
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<tr>
<td>3/23</td>
<td>Dyslexia</td>
<td>Demo Lessons</td>
</tr>
</tbody>
</table>
### Dyslexia Mini-Presentations
**Review for Dyslexia Exam**

### 3/30
**Dyslexia Exam (In Class)**
**Reflection 4 Before Class**

### 4/6
**Online**
**Journal Article Assignment Online**
**Class is Online**

### 4/13
**Journal Article Presentations**
**Technology and New Literacies**
**Assessment and Testing**
**Writing Workshop**
**Due Before Class: Journal Article**
**Demo Lessons**
**Chapter 9**

### 4/20
**Online**
**No Class: Complete Final Reflection**
**Reflection 5 Before Class Time (4:20)**

### 4/27
**Writing in the Content Areas – Science, Math, Social Studies**
**Final Review**
**Final Reflection 6 Due Before Class**
**Demo Lessons**

### 5/11
**Final Exam (In Class)**

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### XI. 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.

Statement of Academic Continuity*
In the event of an unforeseen adverse event, such as a major hurricane 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.