READ 3353
CONTENT AREA READING FOR SECONDARY STUDENTS

Tammy Francis Donaldson, Ph.D.

Fall 2015 T 4:20 – 6:50 pm
Classroom: ECMS 212
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Office Hours: After class & by appt. (ECDC 240);
(Virtual office hours via Blackboard will be announced weekly in class.)

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. **TExES COMPETENCIES**

The following TExES 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:

* 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
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 (7) 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 lesson plans.

3. Literature Search
   A search of literature books (fiction & non-fiction) related to your content area. You will generate a list of 25 to include Title, Author, Content, Genre, and Grade level (secondary only).

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.

5. Strategy Presentations & Lesson Demonstrations
   Students will demonstrate strategies in the form of presentations throughout the semester.

6. Chapter Quizzes
   Each student will complete online chapter quizzes. There will be a time limit and deadline, time frame, and more information TBA.

7. Classroom observation
   Each student will conduct a 45-minute classroom observation on a secondary campus in a class of their chosen content area. Submit a written description of the observation.

8. 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 a copy of the article and any other handouts (presentation).**

9. Dyslexia Presentation & Exam
   Each student will be provided information on Dyslexia and expected to master the exam.

10. Exam
    Final
OTHER REQUIREMENTS

Online Discussions
Once you have logged into Blackboard and selected the appropriate course, click the title to access Discussion Forums. Select appropriate module. Post your submission by creating an individual thread.

MORE INSTRUCTIONS:
Be sure you read other students' posts and post a well thought out reply. Each post you submit should be thoughtful and insightful. You are required to submit at least ONE post for each week of the class (which equals to 7). To receive credit, your post:

- Must be at least 5 sentences.
- Can’t simply be a question – must include background and explanation.
- Cannot just simple say, "yes" or "No," “I agree” or “+1” posts – explain why you agree or disagree.
- Must use traditional grammar. Please no text speak or slang. Use quotation marks when quoting someone or using the term or language as an example.
- Refer to post or post number if commenting to or referencing another students' post.
- Avoid abbreviations unless you have clearly explained or defined what it means the first time mentioned in your post.

Remember:
- Be respectful to other students in class.
- Maintain a helpful attitudes in your interactions with others.
- If relating stories about yourself or people you know (depends on subject matter), be mindful of protecting the anonymity of others.

Written Assignments
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

IX. GRADING
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
**A** 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.

**B** 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.

**C** Average: The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

**D** Passing: The work is not adequate in details, efforts, professionalism, or completeness.

**F** Failing: The work is inadequate or incomplete.

### X. CLASS POLICIES

1. **Assignments:** All papers must be word-processed, double-spaced and spell-checked except for those assignments completed in class. Cite references where applicable. All written/typed assignments must be submitted in Blackboard in order to be scored (specific assignments will be clarified in class). Presentations will be given in class.

Late assignments: Late assignments will not receive full credit. Points will be deducted at 10 points for each day delayed. Delay in work products caused by a catastrophic or extraordinary event will be taken into consideration. These must be communicated to the professor before the assignment is due. Communicating an excuse for a late assignment does not constitute a waiver of the deadline.

2. **Ground rules for discussions and assignments:** As professional educators, you are expected to understand how to conduct yourself with regard to language and behavior in an educational setting. The following guidelines will govern classroom discussions:

   **Respect**  
   Each person has a right to and a responsibility for his/her own feelings, though and beliefs. When speaking of an occurrence or relating one’s experience outside the class, refrain from disclosing identities of those involved.  
   Show courtesy.

3. **Electronics**  
   Texting and phone calls should be handled outside of the class. Internet surfing will be reserved for an as needed basis during class time. You will refrain from working on any assignments for any courses during class time.

4. **Honesty**  
   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.
Plagiarism and other forms of academic dishonesty are unacceptable and diminish the value of an education. Appropriate citation of resources is required for all items written for designed by someone else including lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of the publication.

5. **Online Course Etiquette**

This course will entail online some interactions. 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:** While interacting online, 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.

XI.  **Course Text**  

XII.  **Bibliography**  
**Additional Readings**  


XIII. **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.
XIV. Course Schedule

Tentative Schedule

Notes: Chapter readings and assignments should be completed by class time.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>September 1, 2015</td>
<td>Overview: Course syllabus, Reading in Secondary Schools</td>
<td>Agenda: Orientation to the course&lt;br&gt;1. Complete the information card&lt;br&gt;• name, address, phone #s (home &amp; work)&lt;br&gt;• email address (home/work)&lt;br&gt;• course expectations&lt;br&gt;• specific content area on which you will focus during this course (language arts/English, social studies, math, science, music, art, Health/PE, etc.)&lt;br&gt;• grade level &amp; content you expect to teach&lt;br&gt;2. Review the syllabus, the course expectations, and the course assignments&lt;br&gt;3. TEKS—Content&lt;br&gt;4. Download QR reader app (phone)&lt;br&gt;5. Read Chapter 1</td>
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<tr>
<td>September 8, 2015</td>
<td>TEKS (Study) Verbs</td>
<td>Lesson Plan (Objective, Anticipatory Set, Teaching Process)&lt;br&gt;Read Chapter 2 &amp; 3</td>
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<tr>
<td>September 15, 2015</td>
<td>Affective Domain Preparation for Learning Text Structures &amp; Non-Fiction Texts Read/Think Aloud Shared Reading/Writing</td>
<td>Lesson Plan (Guided practice, Independent practice, Closure, Assessment)&lt;br&gt;Chapter 3 Quiz due by Friday, 9/18 midnight.</td>
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<td>September 22, 2015</td>
<td>Constructing Meaning Accuracy &amp; Fluency in Reading</td>
<td>Chapter 4 Quiz due by Friday, 9/25 midnight.</td>
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<td>September 29, 2015</td>
<td>Learning through Reflection</td>
<td>Quiz 5 due by Friday, 10/2 midnight. Book Talk</td>
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<td>October 6, 2015</td>
<td>Beyond the Textbook</td>
<td>Quiz 6 due by Friday, 10/8 midnight. Book Talk</td>
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<td>Date</td>
<td>Topic</td>
<td>Due Date</td>
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<td>October 13, 2015</td>
<td>Expanding Vocabulary in Reading Newspaper &amp; Periodical Strategies</td>
<td>Quiz 7 due by Friday, 10/16 midnight.</td>
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<td>Journal Article due</td>
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<td>October 20, 2015</td>
<td>Dyslexia Presentation (online module available)</td>
<td>Quiz 8 due by Friday, 10/23 midnight.</td>
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<td>October 27, 2015</td>
<td>Writing in the Content Areas</td>
<td>Dyslexia Exam Due!</td>
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<td>November 3, 2015</td>
<td>Technology &amp; New Literacies (online module assignment)</td>
<td>Book Talk due</td>
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<td>Quiz 9 due by Friday, 11/7 midnight.</td>
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<td>November 10, 2015</td>
<td>Diverse Learners Assessment &amp; Evaluation</td>
<td>Quiz 10 due by Friday, 11/13 midnight.</td>
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<td>November 18, 2015</td>
<td>Special Education Laws, ARD’s Documentation</td>
<td>Due: Field Observation</td>
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<td>Quiz 11 due by Friday, 11/20 midnight.</td>
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<td>November 24, 2015</td>
<td>Library Day/Online Assignment</td>
<td>Quiz 12 due by Friday, 11/27 midnight.</td>
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<tr>
<td>December 1, 2015</td>
<td>Field observation discussion Course Wrap-Up</td>
<td>Literature Search Due</td>
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<td>December 8, 2015</td>
<td>Final Exam</td>
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