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 for the length of the class session and contribute to class discussion. Points (8) 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
   You will conduct 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
   You will do a 5-minute talk on a secondary level book of your choice related to your content. The purpose is to motivate your students to read your book.

5. Strategy, Lesson Plan Presentations & Demonstrations
   Students will demonstrate strategies in the form of writing lesson plans and presentations throughout the semester.

6. Mid-Term Double Weighted

7. Classroom observation
   Each student will conduct (1) 45-minute classroom observations on a secondary campus in a class of their chosen content area. Submit a written observation form provided by professor and highlights to peers in class presentation. Be sure to have the teacher sign your form available on blackboard.

8. Professional Journal Article:
   Read a journal article related to your content and/or the topic of reading. Identify full publication information (info includes: author(s), title, journal name, volume/date and pages). Provide me a copy of the article.

9. Dyslexia Presentation & Exam. Write a 1 page summary as to how you would incorporate what you learned into generating academic success for your students.
   Each student will be provided information on Dyslexia and expected to master the exam.

10. Final Exam Double Weighted

Late Assignments will NOT be accepted. If you are absent submit assignment via email.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>Average: The work is complete. The work contains all required parts. The work lacks evidence of time and effort.</td>
</tr>
<tr>
<td>D</td>
<td>Passing: The work is not adequate in details, efforts, professionalism, or completeness.</td>
</tr>
<tr>
<td>F</td>
<td>Failing: The work is inadequate or incomplete.</td>
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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 assignments must be submitted in hard copy form in order to be scored.

2. Late assignments: Late assignments will not be accepted. Delay in work products caused by a catastrophic or extraordinary event will be taken into consideration. A phone call must be made prior to absence.

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.

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.

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.

IX. Course Schedule and Policies
Tentative Schedule

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment and/or Due</th>
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</table>
| January 26, 2016   | Overview: Course syllabus, Reading in Secondary Schools              | Agenda:  
*Orientation to the course  
1. Complete the information card  
   - name, address, phone #s (home & work)  
   - email address (home/work)  
   - course expectations  
   - specific content area on which you will focus during this course (language arts/English, social studies, math, science, music, art, Health/PE, etc.)  
   - grade level & content you expect to teach  
2. Review the syllabus, the course expectations, and the course assignments  
3. TEKS—Content  
4. Read Chapter 1 |
<p>|                   | Welcome to Content Area Reading!!                                    |                                                           |
|                   | TEKS (Study)                                                          |                                                           |
|                   | Field Observation                                                     |                                                           |
|                   | Journal Article                                                       |                                                           |
| February 2, 2016  | Lesson Plan Design                                                    | Read Chapter 2 &amp; 3                                        |
|                   | PAR Ch. 1                                                             | Due: TEKS                                                 |
| February 9, 2016  | Motivating Students                                                   | Content Lesson Plan                                       |
|                   | Preparation for Learning—Building on Prior Knowledge                  | Chapter 4                                                 |
| February 16, 2016 | Instructional Strategies                                              | Due: Content Lesson Plan                                  |
|                   | Lesson Plan Presentations                                             | Chapter 5                                                 |
| February 23, 2016 | Learning through Reflection—Beyond the Textbook                      | Chapter 6 &amp; 7                                             |
|                   | Field Observation Presentations                                        | Due: 1st Field Observation                                |
| March 1, 2016     | Multiple Resources                                                    | Due: Journal Article                                      |
|                   | Vocabulary                                                            |                                                           |
|                   | Book Talk/Literature Search                                           |                                                           |
| March 8, 2016     | Mid-Term                                                              | Chapter 8                                                 |
| March 22, 2016    | Dyslexia Presentation &amp;                                               | Lesson Plan (content writing)                             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Due</th>
<th>Notes</th>
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<tbody>
<tr>
<td>March 29, 2016</td>
<td>Lesson Plan Presentations</td>
<td>Due: Lesson Plan (content writing)</td>
<td></td>
</tr>
<tr>
<td>April 5, 2016</td>
<td>Lesson Plan Presentations</td>
<td>Due: Lesson Plan (content writing)</td>
<td>Chapter 11 &amp; 12</td>
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<tr>
<td>April 12, 2016</td>
<td>Library Day</td>
<td>Library Day</td>
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<td>April 19, 2016</td>
<td>Diverse Learners</td>
<td>Due: Literature Search</td>
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<td>Assessment &amp; Evaluation</td>
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<td></td>
<td>Special Education Laws, ARD’s Documentation</td>
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<tr>
<td>April 26, 2016</td>
<td>Book Talk Presentations</td>
<td>Due: Book Talk</td>
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<tr>
<td>May 3, 2016</td>
<td>Final Exam</td>
<td>Final Exam Due</td>
<td></td>
</tr>
</tbody>
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X. Course Text

XI. Bibliography
Additional Readings


XII. 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.