READ 3355.001
Teaching Reading in the Secondary School
Wednesday, 7:00PM-9:30PM in ECDC 219A
Spring 2016

Dr. Tammy F. Donaldson
Email: tammy.donaldson@tamucc.edu
Office Hours: by appointment

COURSE DESCRIPTION
This course focuses on planning, developing, selecting, and organizing reading materials for secondary reading instruction. Prerequisite: READ 3353.

LEARNING OBJECTIVES

I. The student will demonstrate an understanding of content, pedagogy, and technology that provides a relevant and meaningful learning experience for all students.

II. The student will demonstrate an understanding of learner-centered communities and the need to implement instruction based on learner needs.

III. The student will demonstrate an understanding of methods, materials, and beliefs used in a well-rounded literacy program for secondary students.

IV. The student will demonstrate an understanding of learner-centered communities, the importance of teacher collaboration, and use of technology and other resources.

V. The student will demonstrate interpersonal communication skills.

VI. The student will demonstrate an understanding of human diversity and how diversity may affect learning in the classroom.

VII. The student will demonstrate an understanding of how motivation affects learning and how to increase the motivation of readers.

VIII. The student will demonstrate an understanding of instructional strategies to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.

IX. The student will demonstrate an understanding of instructional materials and resources to support individual and group learning.

X. The student will demonstrate the ability to work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.
MAJOR COURSE REQUIREMENTS
During the course, there will be lectures, discussions, writing assignments, videos, demonstrations, field trips, and teaching assignments.

- **Report of two scholarly articles.** You will choose two articles from a scholarly journal that address reading in secondary schools (in the English or content area classroom). The articles may address teaching strategies or issues found in the classroom. **You need to receive approval for the article you have chosen.** You will summarize the articles and discuss the application of the article’s content. You will be asked to share your findings with your classmates. (25 points each)

- **Demonstration lessons and Writing Strategy Share:**
  You will perform lessons in which you use non-fiction, fiction, and/or classic literature to teach a concept and includes reading, writing, and/or vocabulary strategies. At least one of your demonstrations will be writing focused, which you will prepare ONE writing strategy to share with the class as part of your demonstration lesson. You will need to write a one page plan for each lesson that will include the following: appropriate TEKS, appropriate College Readiness Skills, and a description of Before, During, and After reading instructional techniques. (50 points each)

- **Reading Responses: You will need to turn in reading responses for your textbook.** Most of our class discussions will not be on the assigned textbook. You will need to read the assigned textbook to understand the class discussions. **Written responses need to highlight and discuss the important points of each chapter. You need to also insert your personal connections or questions into your notes. You will use these notes to guide your discussion during class meetings.** (10 points)

- **Literacy autobiography:** You will prepare a written literacy autobiography. The emphasis will be on your middle and high school years. You will also include home and elementary school experiences that influenced your views of teaching English. Submit on Blackboard. (25 points)

- **Interesting facts:** You will find and share interesting facts about literacy. This may include statistics or stories from newspapers/journals/magazines. You will also turn in a handout that includes the source (APA) and a brief summary. Submit on Blackboard. (5 points)

- **Read young adult books and complete a literature talk.** To demonstrate the importance of using supplemental resources in the classroom, you will locate an example of a nonfiction trade book that can be used in your classroom. A trade book is any book other than a textbook or reference text. The book you choose should be a motivational read with many features (e.g., illustrations, interesting information, format, etc.) to engage students. Avoid books with unrealistically high reading levels and content density. Do not choose a book simply because you enjoyed it and assume that your students will as well. Bring the book to class when you do your Book Talk and provide your instructor with a handout. (25 points)
• “Way-in” Text Activity. Identify a book to help teach an abstract concept or the vocabulary. See Chapter 4. (25 points)

• Scholar Spotlight. To research key people in the field of reading an adolescent literacy from the textbook contributors or approved by the instructor. Share about their personal and professional life and how they have impacted reading with the class. Details will be given in class. (100 points.)

• Professional Development Notebook. You will compile the contents of the course and material presented in this course into an organized notebook/portfolio (digital or print) to serve as research for your curriculum and instruction. Details will be given in class. (75 points)

• Exams. (50 points each)

• Class Attendance/Participation. (-5 each absence). Participation includes class activities: class discussions (both face-to-face and on Blackboard), textbook review, text set, and other classroom activities. (75 points)

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 attitude 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 – 6th edition
- Free of mechanics, usage, grammatical, and spelling errors.
- Times New Roman or Arial

Grading:
A=Excellent-All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is 100% professional in content and appearance.

B=Good-All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is complete in content and appearance.

C=Average-The work is complete. The work contains all required parts, but lacks polish.

D=Passing-The work is not adequate in details, efforts, professionalism, or completeness.

F=Failing-The work is inadequate or incomplete.

On quizzes and tests, the following grading scale will be used:
90-100% = A
80-89% = B
73-79% = C
72-68% = D
67% and below = F

NOTE: Written assignments (portion of the assignment) will be submitted via Blackboard, such as demonstrations and presentations. Grades will be entered and maintained in Blackboard. Some assignments may take longer to grade or appear in Blackboard.

REQUIRED OR RECOMMENDED READINGS

Textbook/Required Text:

TEKS (Texas Essential Knowledge and Skills). You will need to print one copy of the TEKS for your area/grade of interest. This information is found on the Texas Educational Agency website, http://www.tea.state.tx.us/teks/.

Texas College and Career Readiness Standards. You will need an electronic copy of these standards. This information will be e-mailed to you.

Recommended or Supplemental Reading:
STATE ADOPTED PROFICIENCIES/TEXES COMPETENCIES (COE)

**State Adopted Proficiencies**

- **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.** The teacher creates 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 Professional Development:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

**TeXes Competencies**

**English 8-12**

001  The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students’ lives and learning.

002  The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

003  The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

004  The teacher understands reading processes and teaches students to apply these processes.

005  The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

006  The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

007  The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

008  The teacher understands and promotes writing as a recursive, developmental, integrative, and ongoing process and provides students with opportunities to develop competence as writers.

009  The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

010  The teacher understands principles of oral communication and promotes students’ development of listening and speaking skills.

011  The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.
COURSE POLICIES

Attendance/tardiness
Students are expected to attend each class. Punctuality is expected. Students are responsible for attending each class on time and staying until class is over.

Late work and Make-up Exams
Assignments are due on the date required. No late work will be accepted. I will accept assignments early. Arriving to class late will result in the assignment being late and communicating an excuse for a late assignment does not constitute a waiver of the deadline. *Please do not use class time to discuss your personal grade. Your grade is a private discussion between you and me. You are to schedule an appointment during office hours if you have any questions. All work is due at the beginning of class. Also, there are no make-up exams.

Extra Credit
PROFESSIONAL MEMBERSHIPS:
Student Reading Council of TAMUCC: Join, attend all three meetings for the semester and participate in community service projects.
$10.00 annual membership dues

Literacy Professionals of Corpus Christi: Join, attend all three meetings for the semester and participate in community service projects.
$15.00 annual membership dues

Texas Council of Teachers of English Language Arts (TCTELA)
Full-time pre-service teachers. Student membership includes:
- digital copy of English in Texas
- back issues of English in Texas (starting in 2011)
- Texas Voices, quarterly online newsletter
- access to online membership directory
- discount to events
$15.00 annual membership dues
http://www.tctela.org

NOTE: Extra credit is given only with proof of membership and attendance to meetings/events for local organizations.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential emergency, then prior notification of such possibility must be made known to me before the start of class and phone set on vibrate.
**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 penalty or penalties as stated in the TAMUCC Undergraduate Handbook, page 40, which includes:

- Written reprimand;
- Requirement to re-do work in questions;
- Requirement to submit additional work;
- Lowering of grade on work in questions;
- Assigning grade of “F” to work in questions;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or from the University.

**NOTE:** If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question.

**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. **Friday, April 8, 2016** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations:** APA Publication 6th edition

**Classroom/Professional behavior**

1. All chapter assignments should be read prior to class. A student who has to be reminded/cautioned for demonstrating lack of attentiveness and respect for student presentations will be penalized 10 points on his/her presentation.

2. The instructor reserves the right to add, delete, and/or reorder assignments with ample notification to students. Students will be expected to comply with changes as directed.

3. All A&M-Corpus Christi students will be assigned an Islander e-mail address. The new Islander e-mail address will be the official manner in which the University and
I will communicate with students. Always include “READ 3355” in the subject when contacting me.

4. Check Blackboard regularly. Email correspondence will be sent through Blackboard. Also, written assignments will submitted on Blackboard.

**PLEASE NOTE:** **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 my requirements if the situation arises.

- **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** and listen when others speak.

- **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 unintelligent! 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 (APA). ----- even if found on the Internet.
  - World Wide Web – Any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web **must be adapted and modified (using proper citations)** for your personal use.
  - Academic Honesty Statement: 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.
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 email 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. 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.

**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.
### Tentative Schedule

**Notes:** Chapter readings and assignments should be completed by class time. Additional readings will be assigned throughout the semester to supplement the topics listed below and assignments. The supplemental readings will be shared in class and/or Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| January 20, 2016 | Overview: Course syllabus, What Makes a Good Teacher? TEKS            | Agenda:  
*Orientation to the course*  
1. Complete the information card  
2. Review the syllabus, the course expectations, and the course assignments  
3. Activity: What makes a great teacher? Illustration |
| January 27, 2016 | “The Courage to Teach” Closing the Gap TEKS                           | Read Chapter 1  
Read “The Courage to Teach” Excerpt  
Download or Print TEKS (for your grade level)  
Literacy Autobiography Due |
| February 3, 2016 | Diversity in the Classroom                                           | Read Chapters 2, 8, 16, and pgs. 81-86  
Literature Talks and Facts Presentations  
Reading Response #1 Due |
| February 11, 2016| Technology in the Classroom                                          | Read Chapter 3  
Literature Talks and Facts Presentations  
Reading Response #2 Due |
| February 17, 2016| Engaging Adolescents Metacognition                                   | Read Chapter 4  
Literature Talks and Facts Presentations  
Journal Article #1 Due & Presentations |
| February 24, 2016| **Online** Discourse Communities Professional Organizations Professional Journals Vocabulary | Read Chapter 5  
Blackboard Assignment Due |
| March 2, 2016    | Discourse Communities Annotation Questioning Inquiry                 | Read Chapters 9 and 15  
Scholar Spotlight Presentations  
Journal Article #2 Due & Presentations  
Reading Response #3 Due |
| March 9, 2016    | Censorship *Midterm*                                                 | Read Chapters 6 and 7  
Scholar Spotlight Presentations |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 16, 2016</td>
<td><strong>SPRING BREAK!</strong> No Class</td>
<td></td>
</tr>
<tr>
<td>March 23, 2016</td>
<td>Teaching ELA Effective Teachers</td>
<td>Read Chapters 10 and 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholar Spotlight Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Way-in” Text Activity Due</td>
</tr>
<tr>
<td>March 30, 2016</td>
<td>Writing in the Classroom</td>
<td>Read Chapters 11 and 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholar Spotlight Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Response #4 Due</td>
</tr>
<tr>
<td>April 6, 2016</td>
<td>Online Writing in the Classroom</td>
<td>Read Chapters 13 and 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Response #5 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard Assignment Due</td>
</tr>
<tr>
<td>April 13, 2016</td>
<td>Writing and Technology</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholar Spotlight Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstration Lesson Presentations</td>
</tr>
<tr>
<td>April 20, 2016</td>
<td>Literacy Coach Assessment</td>
<td>Read Chapters 17 and 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstration Lesson Presentations</td>
</tr>
<tr>
<td>April 25, 2016</td>
<td>Course Wrap-Up Conferences</td>
<td>Demonstration Lesson Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development Notebooks Due</td>
</tr>
<tr>
<td>May 3, 2016</td>
<td><strong>Reading Day</strong> - No Class!</td>
<td></td>
</tr>
<tr>
<td>May 11, 2016</td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Other Important Dates:

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Martin Luther King, Jr. Holiday (CLOSED)</td>
</tr>
<tr>
<td>January 20</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 27</td>
<td>Last day to late register or add a class</td>
</tr>
<tr>
<td>March 14-18</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 8</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>May 2</td>
<td>Last day to withdraw from the University</td>
</tr>
<tr>
<td>May 3</td>
<td>Last day of classes</td>
</tr>
<tr>
<td></td>
<td>Last day to apply for Spring 2016 graduation</td>
</tr>
<tr>
<td>May 14</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>