READ3353: Content Area Reading for Secondary Students

READ 6392.W02 Summer II 2017
Tue & Thur: 12:00pm – 2:45pm
Location: ECDC 219A
Office Telephone: 825-3314

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Office: 219F
Office Hours: Tue-Thurs 10am -12:00 pm
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I attempt to reply to email and voicemails within 48 business hours.

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.

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.

Standards

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.

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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.
**Learning Objectives**
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.

**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

**Instructional Methods and Activities in the Course**
Methods and activities for instruction include:
- Lecture and discussion
- Teaching demonstrations
- Student presentations
- Online Instruction

**Grading**
Final grades are calculated as a percent of total points earned:
- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-73%

**Major Course Requirements**
Assignments:
- Lesson Plans 60 points
- Literature Search 50 points
- Lesson Presentation 30 points
- Dyslexia Presentation 20 points
- Dyslexia Exam 30 points
- Reflections 25 points
- Content Literacy Unit 100 points
Total: 315
1. Lesson Plans Focused on Content Area Instructional Strategies (20 points each; 60 points total)
Three lesson plans will be submitted, related to strategy instruction in the content area. These lesson plans will include a vocabulary lesson, a before-reading/activating background knowledge lesson, and a writing-focused lesson.

2. Literature Search (50 points)
You will conduct a search of literature books (fiction & non-fiction) related to a topic related to your content area. You will generate a list of 25 to include Title, Author, Content, Genre, and Grade level. Further details and rubric available through Blackboard.

3. Strategy, Lesson Plan Presentations & Demonstrations (30 points)
Students will demonstrate one strategy described in their vocabulary instruction lesson plan. Further details and rubric available through Blackboard.

4. Dyslexia Presentation (20 points) & Exam (30 points)
Each student will be provided information on Dyslexia. Students will be provided opportunities to explore one literacy skill that can be supported by the classroom teacher. Students present a presentation on their assigned literacy skill (20 points). An exam on dyslexia will be administered at the start of the following class (30 points).

5. Reflections (5 points each; 25 points total)
Students will complete approximately two reflections per week based on class discussions and assigned texts.

6. Cumulative Project: Content Literacy Unit (100 points)
Throughout the semester, students will complete a content literacy unit based on their individual content area and grade level focus. Rubric and details are available in Blackboard.
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>July 3</td>
<td>Course Introduction &amp; Dyslexia Presentations (developed during class)</td>
<td>Dyslexia Handbook</td>
<td>Dyslexia presentations (developed during class)</td>
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<td>(covered in class)</td>
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<td>July 4</td>
<td><strong>Holiday: Fourth of July</strong></td>
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<td>Dyslexia Review available online for students to use/study</td>
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<td>July 5</td>
<td>Dyslexia Exam (start of class) &amp; Content Literacy/Theoretical Basis</td>
<td>Chapters 1 &amp; 2</td>
<td>Reflection 1</td>
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<td>Literacy Defined/Multiple Literacies PAR Lesson Framework</td>
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<td><strong>Dyslexia Exam (in class)</strong></td>
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<td>June 6</td>
<td>Preparation for Learning Before Reading Strategies</td>
<td>Chapter 3</td>
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<td>July 9</td>
<td>Guiding Readers in the Content Areas</td>
<td>Chapter 4</td>
<td><strong>Before Reading Lesson Plans Due</strong></td>
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<td>What is Nonfiction?</td>
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<td>Reflection 2</td>
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<td>Thinking about Content as Language</td>
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<td>Create Anchor Text Page</td>
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<td>July 10</td>
<td>Learning Through Reflection Strategies for Higher Order Thinking Text</td>
<td>Chapter 5</td>
<td><strong>Before Reading Lesson Presentations</strong></td>
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<td>Discussion Guides</td>
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<td>July 11</td>
<td>Using Multiple Texts</td>
<td>Chapter 6</td>
<td><strong>Before Reading Presentations (continued)</strong></td>
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<td>Literature Search (in class)</td>
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<td>Reflection 3</td>
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<td>July 12</td>
<td>Vocabulary Support in the Content Area</td>
<td>Chapter 7</td>
<td><strong>Literature Search Due by midnight</strong></td>
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<td>Literature Search Continued</td>
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<td>July 17</td>
<td>Writing to Learn Strategies for Writing in the Content Area</td>
<td>Chapter 8: Writing</td>
<td><strong>Vocabulary Lesson Plans due</strong></td>
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<td>Reflection 4</td>
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<td>July 18</td>
<td>Technology &amp; Literacy</td>
<td>Chapters 9 &amp; 10</td>
<td><strong>Writing Lesson Plans due</strong></td>
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<td>Evaluating Digital Texts</td>
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<td>Literature on Digital Literacies</td>
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<td>July 19</td>
<td>Meeting Diverse Student Needs</td>
<td>Chapter 11</td>
<td>Reflection 5</td>
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<td>Accommodating for Special Populations</td>
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<td>July 20</td>
<td>Assessment &amp; Evaluation</td>
<td>Chapter 12</td>
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<td>Traditional vs. Authentic Assessments</td>
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<td><strong>Final</strong></td>
<td><strong>Complete Content Literacy Units</strong></td>
<td>Submitted Online</td>
<td><strong>Content Literacy Unit</strong></td>
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Required or Recommended Readings

Texts (Required)

Selected Bibliography (Recommended)

Additional Course Policies

Attendance/tardiness
Participation in this class is expected; your participation will be evaluated based on your contributions to asynchronous class discussions. More than one absence will result in one letter grade deduction in final grade per absence.

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.

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

**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.

**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.