READ 3353: Content Area Reading for Secondary Students
Fall 2017
Thursday 7:00pm-9:30pm | ECDC 219C

Dr. Kelli Bippert
Phone: 825-3314/ 830-538-6465 (cell)
Kelli.Bippert@tamucc.edu

Office hours: Mon. & Wed. 9am-12pm
And by appointment

I attempt to reply to email and voicemails within 48 business hours.

Course Description
This course is designed to provide secondary pre-service 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.

TX ELAR 4-8 Certification ELAR Content Mastery
Standard I: Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including states in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
1.4k relationships between the development of oral language and the development of reading;
1.5k similarities and differences between oral and written language and how to promote students’ awareness of these similarities and differences;
1.6k active, purposeful listening in a variety of contexts;
1.1s plan, implement, and monitor instruction that is based on informal and formal assessment of students’ progress in oral language development and addresses individual students’ needs, strengths, and interests;

Standard II: Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

2.1k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognize that individual variations occur (A
student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.

2.2k the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students’ alphabetic skills development, and recognize that individual variations occur;

2.3k that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English, and know the significance of this for students’ literacy development in English;

2.4k that literacy acquisition generally develops in a predictable pattern from prereading (emergent literacy) to conventional literacy, recognizing that individual variations occur;

2.5k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;

2.6k a wide range of literature and other texts appropriate for students;

2.7k the importance of modeling and encouraging reading for pleasure and lifelong learning;

2.8k the difference between guided and independent practice in reading;

2.9k the importance of reading as a skill in all content areas;

2.10k the use of technology in promoting literacy; and

2.1s plan, implement, and monitor instruction based on the continuous use of formal and informal assessment of individual students’ literacy acquisition, including phonological and phonemic awareness and alphabetic skills;

Standard III: Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

3.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;

3.2k the importance of word analysis skills and reading fluency for reading comprehension;

3.3k the continuum of word analysis skills and grade-level expectations for these skills;

3.4k factors affecting students’ word analysis skills and reading fluency (e.g., home language, learning disability);

3.8k how students develop reading fluency and that fluency involves rate, accuracy, and intonation;

3.9k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;

3.10k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and

Standard IV: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

4.7k literary genres (e.g., historical fiction, poetry, myths, fables) and their characteristics;

4.9k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);

4.11k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;

4.12k different purposes for reading and associated reading strategies;

4.13k how to interpret and evaluate information presented in various formats (e.g., maps, tables, graphs);

4.14k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;

4.15k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts);
4.16k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;

4.19k the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students;

4.20k the use of technology in promoting reading comprehension; and

4.2s use a variety of instructional strategies to enhance students’ reading comprehension, including helping students link the content of texts to their lives and connect related ideas across different texts;

4.3s use students’ prior knowledge to promote reading comprehension;

4.4s model and provide direct, explicit instruction in the use of strategies for improving reading comprehension (e.g., using word analysis skills, previewing texts, self-monitoring, visualizing, retelling);

4.5s use guided and independent reading to promote students’ comprehension skills;

4.6s promote students’ development and use of metacognitive skills to enhance reading comprehension;

4.7s use various communication modes (e.g., written, oral) to promote students’ reading comprehension;

4.9s guide students to generate questions and apply knowledge of topics addressed in reading selections, both fiction and nonfiction;

4.11s use instructional strategies that help students increase their reading vocabulary;

4.13s provide instruction in how to use graphics (e.g., tables, charts, maps, signs), informational texts, and technologies (e.g., the Internet) to acquire information;

4.16s provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types and functions of texts, matching comprehension strategies to different types of text and different purposes for reading);

4.17s teach students how to locate, retrieve, and retain information from a range of texts and technologies;

4.18s teach students how to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;

**Standard V. Written Language:** Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

5.6k writing for a variety of audiences, purposes, and settings;

5.7k the differences between first draft writing and writing for publication;

5.5s use strategies to promote students’ recognition of the practical uses of writing;

5.6s provide opportunities for students to write in a variety of forms and modes for various purposes, audiences, and settings;

5.13s provide instruction in the use of technology that facilitates written communication;

**Standard VI. Study and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

6.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information);

6.2k instructional practices that promote students’ acquisition and use of study and inquiry skills across the curriculum; and

6.2s respond to students’ needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;

6.3s provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance their achievement across the curriculum;

**Standard VII: Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
7.1k characteristics and functions of different types of media (e.g., film, print);
7.2k how different types of media influence and inform;
7.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
7.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);
7.5s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and points of view;

Standard VIII: Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

8.1k the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories);
8.2k formative and summative uses of assessment;
8.3k how to select and use multiple, ongoing assessments to monitor literacy development and identify students’ strengths and needs;
8.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);
8.5k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, trade books) to ensure the literacy development of all students;

TeXes Competencies:
TX ELAR 7-12 Certification ELAR Content Mastery

Standard I: Teachers of students in grades 7–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

1.1k strategies for organizing the learning environment to promote student engagement and learning in the language arts, to accommodate student diversity, and to facilitate positive interactions;
1.4k a variety of instructional strategies for promoting student achievement of specific learning objectives in the Texas Essential Knowledge and Skills (TEKS);
1.5k relationships among the language arts and between the language arts and other aspects of students’ lives and learning, and ways to make these relationships apparent to students;
1.6k characteristics and uses of various types of informal and formal assessment used in the language arts classroom (e.g., portfolio, performance assessment, discussion with students);
1.8k the use of information about students’ current knowledge and skills in all components of the language arts when selecting and adapting instruction and materials to address the needs of individual students; and
1.1s use various instructional methods and formats (e.g., cooperative learning, learning centers, peer-assisted learning, flexible grouping, didactic teaching, inquiry learning, literature discussion groups, writer response groups, thematic units) to facilitate all students’ achievement of specific learning objectives in the Texas Essential Knowledge and Skills (TEKS);
1.3s elicit and value students’ reactions and responses in the language arts classroom;

Standard II: Teachers of students in grades 7–12 understand the processes of reading and teach students to apply these processes.

2.2k reading as an active process of constructing meaning;
2.3k ways in which characteristics of texts (literary and nonliterary) and purposes for reading determine the selection of reading strategies; and using reading strategies;
2.4k strategies for providing students with direct, explicit instruction in selecting and using reading strategies;
2.6k the importance of reading fluency for reading comprehension and strategies for promoting students’ reading fluency;
2.7k strategies for enhancing students’ vocabulary;
2.8k comprehension strategies to use before reading (e.g., predicting, recalling prior knowledge), during reading (e.g., note taking, mapping, paired reading), and after reading (e.g., retelling, summarizing, responding);
2.9k the role of visualization in reading comprehension;
2.10k the role of social interaction in reading;
2.11k the use of questioning strategies to enhance students’ comprehension of and response to texts;
2.12k the use of metacognition in reading comprehension;
2.13k levels of reading comprehension (e.g., literal, inferential, evaluative);
2.14k ways in which individual differences (e.g., experiential, cultural, linguistic, attitudinal) may affect reading;
2.15k strategies for providing reading instruction for all students, including English language learners and students with reading difficulties and/or disabilities;
2.16k the relationship between reading and the other language arts (i.e., writing, speaking and listening, viewing and representing) and between reading and other areas of the curriculum;
2.17k the use of technology to enhance reading instruction; and
2.18k guide students to make connections between their prior knowledge and texts;
2.19k teach students how to apply skills and strategies for reading various types of texts for a variety of purposes;
2.20k teach students to analyze word structure (e.g., roots, prefixes, suffixes) to increase comprehension;
2.21k provide students with learning experiences that promote vocabulary building;
2.22k foster social interaction (e.g., discussion among students reading at similar or different levels, literature groups) to enhance students’ reading comprehension;
2.23k use questioning strategies that challenge students to apply a range of thinking skills to enhance their reading experience;
2.24k teach students to use metacognition to enhance reading comprehension;
2.25k model and teach literal, inferential, and evaluative comprehension skills;
2.26k select and use instructional strategies and materials that address the diversity of student needs;
2.27k make connections among reading, the other language arts, and other areas of the curriculum;

Standard III: Teachers of students in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

3.1k types of nonliterary texts (e.g., textbooks, newspapers, manuals, electronic texts, memoranda, speeches) and their characteristics;
3.2k purposes for reading nonliterary texts (e.g., for information, for pleasure) and reading strategies associated with different purposes;
3.3k the importance of monitoring understanding of nonliterary texts and strategies to use when comprehension difficulties arise (e.g., rereading, using other resources, questioning);
3.4k skills for comprehending nonliterary texts (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions);
3.5k types of text organizers (e.g., overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information;
3.6k ways to use the structure of a text (e.g., compare/contrast, cause/effect, chronological order) to facilitate comprehension;
3.7k types of study strategies (e.g., skimming and scanning, note taking, outlining, using study guide questions) and their uses;
3.8k teach students to establish a purpose for reading nonliterary texts and to apply appropriate reading strategies for different purposes;
3.9k promote students’ recognition of the importance of monitoring their understanding of nonliterary texts, and teach strategies to use when comprehension difficulties arise;
3.10k provide students with opportunities to apply and refine reading comprehension skills (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions, analyzing historical and contemporary contexts) when reading various types of nonliterary texts;
3.4s use instructional strategies that help students increase their knowledge of specialized vocabulary in nonliterary texts;
3.5s teach students to facilitate reading comprehension by creating graphic organizers based on text descriptions and text structures;
3.6s promote students’ ability to use knowledge of text structure to facilitate comprehension of nonliterary texts;
3.7s teach students how to locate, retrieve, and retain information from a range of texts and technologies and how to interpret information presented in various formats;
3.8s teach students to use study strategies to enhance their understanding of nonliterary texts;
3.9s provide learning experiences that promote students’ ability to read critically and evaluate information presented in nonliterary texts;

**Standard IV: Teachers of students in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.**

4.3k types of literary genres (e.g., novels, short stories, poetry, drama, nonfiction, media scripts) and their characteristic features;
4.5k various types of responses (e.g., experiential, aesthetic, pragmatic) to literary texts;

**Standard V. Teachers of students in grades 7–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.**

5.3k writing as a process that allows students to construct meaning, revise thinking, develop perspective, and acquire new learning;
5.6k ways in which writing relates to reading, speaking, listening, and complex thinking; and

**Standard VI. Teachers of students in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.**

6.1k strategies for writing in a variety of forms, including narrative, persuasive, personal, informative, descriptive, business, and literary forms;
6.3k effective writing strategies for a variety of audiences, purposes, and contexts;
6.10k ways to use writing to elicit critical and creative thinking through the integration of inquiry, research, and personal reflection;
6.11k acceptable formats for communicating research results and documenting sources (e.g., manuals of style such as Modern Language Association [MLA], American Psychological Association [APA], and The Chicago Manual of Style [CMS]); and
6.2s write effectively for a variety of audiences, purposes, and contexts;
6.6s teach students skills and strategies for using writing as a tool for reflection, exploration, learning, problem solving, and personal growth;

**Standard VIII: Teachers of students in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.**

8.1k similarities and differences between oral and written language and how to promote students’ awareness of these similarities and differences;
8.6k skills and strategies for using technology in oral presentations;
8.7k skills and strategies for communicating effectively in group discussions and in conversations;
8.8k skills for effective listening in various situations (e.g., skills for note taking, for critically evaluating a speaker’s message, for appreciating an oral performance); and
8.9k a variety of informal and formal procedures for monitoring and assessing students’ oral language skills and how to use assessment results to design and adjust instruction.
8.2s implement instruction that encourages various types of interaction and oral communication among students, including group discussions and individual presentations;

**Standard IX: Teachers of students in grades 7–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.**

9.3k legal and regulatory issues affecting the media and mass communications (e.g., in relation to libel, copyright, censorship);
9.4k skills for interpreting, analyzing, and critiquing visual images, advertising and other media messages, and propaganda;
9.1s provide students with learning opportunities that promote their ability to interpret, analyze, and produce visual images and messages;
9.3s provide students with opportunities to explore and respond to various media;
9.6s plan and implement instruction that is based on informal and formal assessment of students’ skills; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their proficiency in this area.

Technology Competencies
Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

- 2.1k a variety of strategies for acquiring information from electronic resources
- 2.3k how to evaluate acquired electronic information
- 2.1s use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets;
- 2.2s apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies;
- 2.6s determine and employ methods to evaluate electronic information for accuracy and validity
- 2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences

Standard III: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

- 3.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems;
- 3.1s plan, create, and edit word processing documents using readable fonts, alignment, page setup, tabs, and ruler settings;
- 3.10s use subject matter foundation and enrichment curricula in the creation of products;
- 3.11s participate in electronic communities as a learner, initiator, and contributor;
- 3.14s use technology in self-directed activities to create products for and share products with defined audiences;

Standard IV: All teachers communicate information in different formats and for diverse audiences.

- 4.1k how to format digital information for appropriate and effective communication;
- 4.2k how to deliver a product electronically in a variety of media;
- 4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences;
- 4.6s publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, Internet documents, and video;

Standard V: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

- 5.2k where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks;
- 5.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
- 5.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
- 5.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
- 5.8s follow guidelines for the legal and ethical use of technology resources;
- 5.10s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
**Student Learning Objectives**
This course is designed to enable students to:

- Demonstrate knowledge of current theoretical and research underpinnings for reading, writing, and learning processes in the secondary school.
- Apply knowledge of current theory and research on reading and literacy development to the planning and implementation of strategies for adolescents.
- 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

**Instructional Methods and Activities**
- Methods and activities for instruction include:
  - Lecture and discussion
  - Teaching demonstrations
  - Direct experience
  - Student microteaching and presentations

**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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Lesson Plans</td>
<td>60</td>
</tr>
<tr>
<td>Text Set &amp; Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (6 @ 5 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Dyslexia Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Dyslexia Exam</td>
<td>30</td>
</tr>
<tr>
<td>Reflections</td>
<td>50</td>
</tr>
<tr>
<td>Content Literacy Unit</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>340</strong></td>
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**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings.

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. **Text Set & Presentations**
   You will conduct a search of texts (fiction, nonfiction, and other genres) related to a topic within your content area. You will generate a list of fifteen texts, using APA reference citation along with an annotated bibliographic description of each. Further details and rubric are available through Blackboard.

3. **Quizzes**
   Students will complete short quizzes covering chapters from our text each two weeks; each quiz will cover questions across two chapters from the Alvermann et al. text.

4. **Dyslexia Presentation (20 points) and Exam (30 points)**
   Each student will be provided information about dyslexia. Students will be provided opportunities to explore one literacy skill that can be supported by the classroom teacher. Students will present 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; 50 points total)**
   Students will complete ten reflections based on class discussions, activities, and readings.

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 on Blackboard.

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**Required and Recommended Readings**


Lent, R. C. (2016). *This is disciplinary literacy: Reading, writing, thinking, and doing... content area by content area*. Thousand Oaks, CA: Corwin.

**Recommended Resources:**


## Tentative Class Schedule

**Notes:** Chapter readings and assignments are to 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
</tr>
</thead>
</table>
| Jan 16 | • Course Introduction  
• Dyslexia Overview & Presentations                                   | Dyslexia Handbook (provided in class)         | **Dyslexia Presentations** (completed in class) |
| Jan 23 | • Dyslexia Exam Review  
• Content Literacy: What it means to be literate                        | Dyslexia Handbook                             | **Dyslexia Exam Review**  
**Dyslexia Exam (Online)** |
| Jan 30 | • The Reading Process: Theoretical Bases                               | Dyslexia Handbook Alvermann Ch. 1; Lent Ch. 1 | Reflection 1                             |
| Feb 6  | • Diversity in Language & Learning  
• Teaching & Learning in Culturally Diverse Classrooms                  | Alvermann Ch. 2; Lent Ch. 2                   | Quiz Ch. 1 & 2 (Alvermann text)           |
| Feb 13 | • Creating a favorable learning environment:  
• Affective characteristics  
• Forms of Grouping  
• Creating Community w/ Technology & Multimedia                           | Alvermann Ch. 3; Lent Ch. 5                   | Begin Text Sets  
Reflection 3 |
| Feb 20 | • Planning using Technology  
• Planning using structured frameworks                                      | Alvermann Ch. 4                               | Reflection 4  
Quiz Ch. 3 & 4 |
| Feb 27 | • Assessing Students  
• Assessing Texts                                                           | Alvermann Ch. 5                               | Reflection 5 |
| Mar 6  | • Assessing & Building Prior Knowledge  
• Activating Prior Knowledge                                                  | Alvermann Ch. 6                               | Text Set Due  
Reflection 6  
Quiz Ch. 5 & 6 |
| Mar 13 | **Spring Break**                                                        |                                               |                                          |
| Mar 20 | • Constructing meaning with texts                                      | Alvermann Ch. 7                               | Before Reading Strategy Lesson  
Plan Due  
Reflection 8 |
| Mar 27 | • How students learn vocabulary  
• Teaching vocabulary: strategies                                           | Alvermann Ch. 8                               | During Reading Lesson Plans Due  
Reflection 9  
Quiz Ch. 7 & 8 |
| Apr 3  | • Engaging students through discussion  
• Guiding student reflection  
• Critical literacy                                                          | Alvermann Ch. 9; Lent Ch. 3                   | Vocabulary Lesson Plan Due  
Reflection 10 |
| Apr 10 | • Writing Across the Curriculum  
• Writing strategies & activities                                           | Alvermann Ch. 10; Lent Ch. 4                  | Reflection 10  
Quiz Ch. 9 & 10 |
| Apr 17 | • Studying and Study Strategies                                          | Alvermann Ch. 11; Lent Ch. 6                  | Work on Final Projects (in class)         |
| Apr 24 | • Developing Lifetime Readers                                            | Alvermann Ch. 12                              | Quiz Ch. 11 & 12                           |
| May 1  | • Final project work day                                                 |                                               |                                          |
| May 8  | • **Final Projects Due (midnight)**                                      |                                               | Final Projects Due (midnight)             |
University Policies and Procedures

Classroom Attendance and Participation
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. 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.

Consequences for not attending class regularly:
For classes that meet once per week, for each absence over two, your final grade in the course drops a letter. For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade. One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class. Please refer to The TAMUCC web page http://catalog.tamucc.edu/content.php?catoid=6&navoid=177 for additional information.

Late Work and Make-Up Exams
Points will be deducted each day an assignment is late. It is up to the discretion of the professor whether or not work may be made up for credit.

Extra Credit
Extra credit is given for students who attend Student Reading Council (SRC) meetings. You must sign in and attend the entire meeting. Dates of meetings will be provided in class.

Cell Phone/Electronic Device Usage
Unless we are using devices as class resources, mobile phones, text messaging, and checking your cell phone, email, and text messages 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 rising emergency, then prior notification of such possibility must be made known to me before the start of class and the 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 failing grade.
**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 Method of Scholarly Citations**

All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (6th ed.). See Blackboard menu tab, *Helpful Links*, for a CASA resource.

**Classroom/Professional Behavior**

You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

**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.