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.

TExES Content Competencies
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.

**Technology Competencies**
1.1 Design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics
2.2 Participate in electronic communities as a learner, initiator, and contributor
2.3 Employ technological collaboration such as sharing information through online communications to complete tasks
2.7 Use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences
2.9 Design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
3.1 Know how to use strategies for acquiring information from electronic resources in a variety of formats
3.2 Know how to evaluate and validate acquired electronic information
3.3 Know how to access and use online help
3.1 Use strategies to locate and acquire desired information from collaborative software and online resources
3.2 Apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies
3.3 Use online help and other documentation
3.4 Determine and employ methods to evaluate electronic information for accuracy and validity
3.5 Resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>60</td>
</tr>
<tr>
<td>Text Set &amp; Presentations</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Dyslexia Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Dyslexia Exam</td>
<td>30</td>
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<tr>
<td>Reflections</td>
<td>50</td>
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<tr>
<td>Content Literacy Unit</td>
<td>100</td>
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</tbody>
</table>

**Total:** 340 points

**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. **Strategy Lesson Plan Presentation and Demonstration**
   Students will demonstrate one strategy described in their vocabulary instruction lesson plan. Further details and rubric are available through Blackboard.

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 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.

**Required and Recommended Readings**

**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>
<tbody>
<tr>
<td>Aug 29</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>Dyslexia</td>
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<tr>
<td>Sep 5</td>
<td>Dyslexia Presentations</td>
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<td>Dyslexia Presentations</td>
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<td></td>
<td>Dyslexia Exam Review</td>
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<td>Content Literacy/ Theoretical Basis</td>
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<tr>
<td>Sep 12</td>
<td>Dyslexia Exam</td>
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<td>Dyslexia Exam</td>
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<td></td>
<td>Literary Defined/ Multiple Literacies</td>
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<td>Reflection 1</td>
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<tr>
<td>Sep 19</td>
<td>Preparation for Learning</td>
<td>Chapter 1 &amp; 2</td>
<td>Reflection 2</td>
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<td>Before Reading Strategies</td>
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<td>Sep 26</td>
<td>Guiding Readers in the Content Areas</td>
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<td>Reflection 3</td>
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<td></td>
<td>What is Nonfiction?</td>
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<td>Topic Focus &amp; Text Set Assignment</td>
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<td>Oct 3</td>
<td>During and After Reading Strategies in the Content Area</td>
<td>Chapter 4</td>
<td>Reflection 4</td>
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<td>Text Discussion Guides</td>
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<td>Oct 10</td>
<td>Learning Through Reflection Strategies for higher order thinking</td>
<td>Chapter 5</td>
<td>Before Reading Strategy Lesson Plan Due</td>
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<td>Text Sets</td>
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<td>Reflection 5</td>
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<td>Oct 17</td>
<td>Collaborative Groups</td>
<td>Chapter 6</td>
<td>Reflection 6</td>
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<td>Jigsaw &amp; Reciprocal Teaching</td>
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<td>Using Multiple Texts in the Content Area</td>
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<td>Text Sets continued</td>
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<td>Oct 24</td>
<td>Vocabulary Support in the Content Area</td>
<td>Chapter 7</td>
<td>Text Set Presentations</td>
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<td></td>
<td>Text Set Presentations</td>
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<td>Reflection 7</td>
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<td>Oct 31</td>
<td>Writing to Learn Strategies for Writing in the Content Area</td>
<td>Chapter 8</td>
<td>Vocabulary Lesson Plan due</td>
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<td>Reflection 8</td>
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<tr>
<td>Nov 7</td>
<td>Technology &amp; Literacy</td>
<td>Chapters 9 &amp; 10</td>
<td>Vocabulary Lesson Presentations/ Lesson Plan Due</td>
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<tr>
<td></td>
<td>Evaluating Digital Texts</td>
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<td>Literature on Digital Literacies</td>
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<td>Nov 14</td>
<td>Meeting Diverse Student Needs</td>
<td>Chapter 11</td>
<td>Writing Lesson Plan Due</td>
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<td>RTI</td>
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<td>Reflection 9</td>
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<td>Accomodating for Special Populations</td>
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<tr>
<td>Nov 21</td>
<td><strong>Thanksgiving Holiday/ no class</strong></td>
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<tr>
<td>Nov 28</td>
<td>Assessment &amp; Evaluation</td>
<td>Chapter 12</td>
<td>Reflection 10</td>
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<td>Traditional vs. Authentic Assessment</td>
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<tr>
<td>Dec 5</td>
<td><strong>Reading Day: No Class</strong></td>
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<tr>
<td>Dec 12</td>
<td><strong>Final Projects Due (midnight)</strong></td>
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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.