READ 3355: Teaching Reading in the Secondary School

Dr. Tammy F. Donaldson
Class Time: Wednesday, 7:00PM-9:30PM
Location: OCNR 258
Spring 2018
Phone: 361-698-1222 (leave a message)

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

Rationale
This course comprises the minimum three hours of reading for students seeking certification at the secondary level. The course addresses national and state standards, diverse student populations, and authentic life literacy situations. 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.

State Adopted Proficiencies
A. 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.
B. The teacher creates a learner-centered community; the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. The teacher responds appropriately to diverse groups of learners.
D. 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

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;
1.4s use multiple, ongoing assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to plan and adjust instruction and monitor student progress in all curriculum strands;
1.5s design lessons that integrate multiple skills and that clarify for students relationships among the language arts and between the language arts and other aspects of students’ lives and learning;
1.6s use assessment information to select and modify texts and other instructional materials (e.g., advance organizers, graphic organizers, audio-texts) to address individual student needs; and

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;
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;
2.2s guide students to make connections between their prior knowledge and texts;
2.3s teach students how to apply skills and strategies for reading various types of texts for a variety of purposes;
2.4s teach students to analyze word structure (e.g., roots, prefixes, suffixes) to increase comprehension;
2.7s provide students with learning experiences that promote vocabulary building;
2.8s foster social interaction (e.g., discussion among students reading at similar or different levels, literature groups) to enhance students’ reading comprehension;
2.9s use questioning strategies that challenge students to apply a range of thinking skills to enhance their reading experience;
2.10s teach students to use metacognition to enhance reading comprehension;
2.11s model and teach literal, inferential, and evaluative comprehension skills;
2.12s provide students with reading experiences that acknowledge and respect diversity;
2.13s select and use instructional strategies and materials that address the diversity of student needs;
2.14s make connections among reading, the other language arts, and other areas of the curriculum;
2.15s guide students to increase knowledge of cultures through reading; and
2.16s plan and implement instruction that is based on informal and formal assessment of students’ reading; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their reading proficiency.

**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;  
3.8k types of study strategies (e.g., skimming and scanning, note taking, outlining, using study guide questions) and their uses;  
3.1s teach students to establish a purpose for reading nonliterary texts and to apply appropriate reading strategies for different purposes;  
3.2s promote students’ recognition of the importance of monitoring their understanding of nonliterary texts, and teach strategies to use when comprehension difficulties arise;  
3.3s 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.  
4.1k a substantial body of literature, both classic and contemporary, with emphasis on the rich cultural heritage reflected in American, British, and world literature;  
4.2k major literary movements in American, British, and world literature, including their characteristics, the historical contexts from which they emerged, major authors and their literary impact, and representative works and their themes;  
4.3k types of literary genres (e.g., novels, short stories, poetry, drama, nonfiction, media scripts) and their characteristic features;  
4.4k literary elements and devices associated with various types of literature and ways in which they contribute to an author’s meaning and style;  
4.5k various types of responses (e.g., experiential, aesthetic, pragmatic) to literary texts;  
4.6k strategies for analyzing and evaluating a variety of literary texts, both classic and contemporary; and  
4.1s draw from wide reading in American, British, and world literature to facilitate
students’ reading and understanding of literature and appreciation of its value;
4.2s engage students in exploring and discovering the personal and societal relevance of literature;
4.3s promote students’ understanding of relationships among themes in literary works from classic and contemporary times and cultures;
4.4s analyze how literary elements and devices in texts contribute to meaning, and teach students to recognize and analyze literary elements and devices and to appreciate the writer’s craft;

**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.**

5.1k recursive stages in the writing process, including prewriting, drafting, conferencing, revising, editing, and publishing;
5.2k the application of writing conventions during refining phases of the writing process, including sentence and paragraph construction, spelling, punctuation, and grammatical expression;
5.3k writing as a process that allows students to construct meaning, revise thinking, develop perspective, and acquire new learning;
5.4k strategies for developing individual voice and style in student writing;
5.5k ways in which writing relates to reading, speaking, listening, and complex thinking; and
5.1s provide students with explicit instruction, meaningful practice opportunities, and effective feedback as they engage in all phases of the writing process;
5.2s provide students with explicit instruction in using writing conventions during refining phases of the writing process;
5.3s provide learning opportunities for students to develop individual voice and style in their writing;
5.4s plan and implement instruction that is based on informal and formal assessment of students’ writing skills; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their proficiency in writing; 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;
6.2k the distinguishing features of different types of writing (e.g., reflective essay, autobiographical narrative, editorial, report, memorandum, summary/abstract, résumé, play, short story, poem);
6.3k effective writing strategies for a variety of audiences, purposes, and contexts;
6.7k differences between formal and informal language and the appropriate use of each in writing;
6.8k the use of literary devices (e.g., suspense, dialogue, figurative language) in literary writing;
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
6.1s provide students with explicit instruction, meaningful practice opportunities, and effective feedback as they create various types of written works;
6.2s write effectively for a variety of audiences, purposes, and contexts;
6.4s promote students’ ability to write effectively in a variety of forms (e.g., by organizing ideas to ensure coherence, logical progression, and support; using precise language to communicate ideas clearly and concisely; writing in a voice and style appropriate to audience and purpose);

**Standard VII:** Teachers of students in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

7.5k relationships among words (e.g., homonyms, synonyms, antonyms) and issues related to word choice (e.g., connotative and denotative meanings, multiple-meaning words, idioms, figurative language);
7.6k types of phrases and clauses (e.g., prepositional phrase, verb phrase, dependent and independent clauses, noun clause) and their appropriate use in writing;
7.7k types of sentence structures (i.e., simple, compound, complex, compound complex) and their effective use in writing;
7.1s provide instruction that enhances students’ knowledge of and ability to use effectively words, phrases, clauses, and sentences in spoken and written discourse;
7.2s teach students how to combine sentences and vary the length and the type of sentences they use in their written work;
7.4s use models from literature and from student-generated texts to promote students’ ability to recognize and produce effective writing;

**Student 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.

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

**Student Learning Objectives**
Students will articulate an understanding for and apply a content area framework of instruction. The topics will include the following:
- Multi-literacy
- Reading comprehension
- Vocabulary Instruction
- English language learners
- Writing instruction
- Power of Inquiry
- Reading Assessment
- Methods for pre-reading schema activation
- Methods for guiding silent reading
- Interactive assessment for active self-monitoring and self-teaching
- Study techniques for reading, learning, and remembering
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:


### Assignments

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<th>Points</th>
<th>Assignment</th>
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<tr>
<td>25 points each</td>
<td><strong>Report of two scholarly articles.</strong> You will choose two articles from a</td>
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<td>scholarly journal that address reading in secondary schools (in the</td>
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<td>English or content area classroom). The articles may address teaching</td>
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<td>strategies or issues found in the classroom. <strong>You need to receive approval</strong></td>
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<td><strong>for the article you have chosen.</strong> You will summarize the articles and</td>
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<td>discuss the application of the article’s content. You will be asked to</td>
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<td>share your findings with your classmates.</td>
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<td>50 points each</td>
<td><strong>Demonstration lessons and Writing Strategy Share:</strong> You will perform</td>
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<td>lessons in which you use non-fiction, fiction, and/or classic literature to</td>
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<td>teach a concept and includes reading, writing, and/or vocabulary strategies.</td>
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<td>At least one of your demonstrations will be writing focused, which you</td>
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<td>will prepare ONE writing strategy to share with the class as part of your</td>
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<td>demonstration lesson. You will need to write a one page plan for each</td>
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<td>lesson that will include the following: appropriate TEKS, appropriate</td>
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<td>College Readiness Skills, and a description of Before, During, and After</td>
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<td>reading instructional techniques.</td>
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<td>10 points</td>
<td><strong>Reading Responses:</strong> You will need to turn in reading responses for your</td>
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<td>textbook. **Most of our class discussions will not be on the assigned</td>
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<td>textbook. You will need to read the assigned textbook to understand the</td>
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<td>class discussions. Written responses need to highlight and discuss the</td>
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<td>important points of each chapter. You need to also insert your personal</td>
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<td>connections or questions into your notes. You will use these notes to</td>
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<td>guide your discussion during class meetings. Submit on Blackboard.</td>
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<td>25 points</td>
<td><strong>Literacy autobiography:</strong> You will prepare a written literacy autobiography.</td>
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<td>The emphasis will be on your middle and high school years. You will also</td>
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<td>include home and elementary school experiences that influenced your views</td>
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<td>of teaching English. Submit on Blackboard.</td>
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<td>5 points</td>
<td><strong>Interesting facts:</strong> You will find and share interesting facts about</td>
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<td>literacy. This may include statistics or stories from newspapers/journals/</td>
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<td>magazines. You will also turn in a handout that includes the source (APA)</td>
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<td>and a brief summary. Submit on Blackboard.</td>
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<td>25 points</td>
<td><strong>Read young adult books and complete a literature talk.</strong> To demonstrate</td>
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<td>the importance of using supplemental resources in the</td>
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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.

100 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.

75 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.

50 points each

Exams.

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

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.

- 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.

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

**Evaluation and Grading Scale:**

92-100% = A  
84-91% = B  
76-83% = C  
68-75% = D  
67% and below = F

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 all grades (including the final exam and final course grade), the following grading scale will be used:

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.

**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).
  - 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 e-mail 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.

**Please Note:**
- 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.
Course Policies

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.

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 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

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 6, 2018** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred Method of Scholarly Citations**

All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (6th ed.).

**Classroom 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. In addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. 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.
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.

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.

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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, 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.

**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.
**Tentative Course 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>
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<tbody>
<tr>
<td>January 17, 2018</td>
<td>Overview: Course syllabus, What Makes a Good Teacher? TEKS</td>
<td>Agenda:</td>
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<tr>
<td></td>
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<td>*Orientation to the course</td>
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<td></td>
<td></td>
<td>1. Complete the information card</td>
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<td>2. Review the syllabus, the course expectations, and the course assignments</td>
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<td>3. Activity: What makes a great teacher? Illustration</td>
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<tr>
<td>January 24, 2018</td>
<td>“The Courage to Teach” Closing the Gap TEKS Professional Organizations Professional Journals</td>
<td>Read Chapter 1</td>
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<td>Read “The Courage to Teach” Excerpt</td>
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<td>Download or Print TEKS (for your grade level)</td>
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<td>Literacy Autobiography Due</td>
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<td>January 31, 2018</td>
<td>Diversity in the Classroom</td>
<td>Read Chapters 2, 8, 16, and pgs. 81-86 Literature Talks and Facts Presentations</td>
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<td>Reading Response #1 Due</td>
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<td>February 7, 2018</td>
<td>Technology in the Classroom Metacognition Questioning &amp; Inquiry</td>
<td>Read Chapter 3</td>
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<td></td>
<td>Literature Talks and Facts Presentations</td>
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<td></td>
<td>Journal Article #1 Due &amp; Presentations</td>
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<td>February 14, 2018</td>
<td>Engaging Adolescents Metacognition Questioning &amp; Inquiry</td>
<td>Read Chapter 4</td>
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<td>Literature Talks and Facts Presentations</td>
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<td>February 22, 2018</td>
<td>Online Discourse Communities Annotation</td>
<td>Read Chapter 5</td>
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<td>Blackboard Assignment Due</td>
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<td>Reading Response #2 Due</td>
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<td>February 28, 2018</td>
<td>Discourse Communities Vocabulary</td>
<td>Read Chapters 9 and 15</td>
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<td>Scholar Spotlight Presentations</td>
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<td>Journal Article #2 Due &amp; Presentations</td>
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<td>March 7, 2018</td>
<td>Censorship <em>Midterm</em></td>
<td>Read Chapters 6 and 7</td>
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<td>Scholar Spotlight Presentations</td>
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<td>Reading Response #3 Due</td>
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<td><em>Midterm</em></td>
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<td>Date</td>
<td>Topic</td>
<td>Assignment Due</td>
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<td>March 14, 2018</td>
<td>SPRING BREAK! No Class</td>
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<td>March 21, 2018</td>
<td>Teaching ELA Effective Teachers</td>
<td>Read Chapters 10 and 18 Scholar Spotlight Presentations “Way-in” Text Activity Due</td>
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</table>
| March 28, 2018 | Reading and Writing in the Classroom     | Read Chapters 11 and 12 Scholar Spotlight Presentations (if needed)              
|             |                                          | Demonstration Lesson Presentations                                              |
|             |                                          | Reading Response #4 Due                                                         |
| April 4, 2018 | Online Reading and Writing in the Classroom | Read Chapters 13 and 14 Reading Response #5 Due Blackboard Assignment Due        |
| April 11, 2018 | Reading, Writing, and Technology         | Chapter 14 Demonstration Lesson Presentations                                  |
| April 18, 2018 | Literacy Coach Assessment                | Read Chapters 17 and 19 Demonstration Lesson Presentations                      |
| April 25, 2018 | Course Wrap-Up Conferences               | Professional Development Notebooks Due                                          |
| May 3, 2018   | Reading Day - No Class!                  |                                                                                 |
| May 9, 2018   | Final Exam                               |                                                                                 |

**Other Important Dates:**

- January 15  Martin Luther King, Jr. Holiday
- January 16  Classes begin Regular Spring and 1st 7-Week Session
- January 23  Last day to register or add a class
- February 27  Last day to apply for Spring graduation
- March 12-16  Spring Break
- **April 6**  Last day to drop a class
- May 1  Last day to withdraw from the University
- May 1  Last day of classes Regular Spring
- **May 3**  Reading Day
- **May 4, 7-10**  Final examinations
- May 11-14  Grading days
- May 12  Spring Commencement