I. COURSE DESCRIPTION
This course is designed to provide graduate students with professional knowledge concerning current
theory, research, essential program components, and sound pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs of adolescents will be emphasized. Enrollment limited to graduate students seeking initial certification.

II. RATIONALE
This course comprises the State of Texas required minimum three hours of reading for graduate students seeking initial teacher certification at the secondary level. The course provides graduate students the necessary theoretical/research foundation and practical knowledge for incorporating literacy strategies into all areas of the secondary school curriculum.

III. STATE ADOPTED PROFICIENCIES
The following state adopted proficiencies are covered in this course:

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. To create 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. The teacher as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. State/National Adopted Proficiencies and Competencies
State Adopted Proficiencies
The state-adopted proficiencies covered in this course include the following:

Equity in Excellence for All Learners - The teacher responds appropriately to diverse groups of learners.

Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
TExES 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.

V. **COURSE OBJECTIVES AND OUTCOMES**

This course is designed to enable students to:

- Understand 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 a role model of adult literacy behavior for secondary students.

VI. **COURSE TOPICS**

The major topics to be considered are:

- Theoretical/Research Perspectives on the Historical, Sociological, Psychological, and Pedagogical Contexts for Secondary Literacy
- Strategies for Teaching Secondary Literacy
- Literacy Strategies for Secondary Students with Special Needs
- On-Going Assessment in the Secondary Classroom
- Becoming a Literacy Professional

VII. **Instructional Methods and Activities:**

Methods and activities for instruction include:

A. Traditional experiences (lecture, discussion, demonstration)

B. Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations).
VIII. Course Requirements:

- **Introduction Assignments**
  You will introduce yourself to the class by posting a photograph of yourself and a brief biography on a designated page in BlackBoard. You will write a self-reflection paper on your knowledge of and attitudes toward secondary reading at the beginning of the course. (See details and deadlines on BlackBoard)

- **Module 1: Content Reading and Adolescent Literacy**
  You will read a research report and the position statement of the International Reading Association as resources for an analytical paper. You will write reaction papers to three journal articles. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- **Module 2: Textbook Analysis and Readability**
  You will use assigned readings to prepare you to complete an in-depth analysis of a content textbook. You will locate and react to specific state standards in your subject area. There will be a quiz on the content reading in this module. (See details and deadlines on BlackBoard)

- **Module 3: Vocabulary Issues**
  You will use assigned readings and resources to support your development of a project that demonstrates your understanding of the topics. You will have several options to develop your project. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- **Module 4: Comprehension Issues**
  You will use assigned readings and resources to support your development of a project that demonstrates your understanding of the topics. You will have several options to develop your project. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- **Module 5: Alternative Texts**
  You will use assigned readings and resources to prepare to complete a text set of alternative texts. The text set will include the full APA publication citation for each item, a 50-75 word summary of the contents of the text item, and a statement indicating how the text would be used in a content classroom. The items in your text set do not have to relate to the same topic, but they do have to relate to the content area. The items in the text set will include:
  - A newspaper article.
  - A magazine article (general market, such as Time, or targeted market, such as American History)
  - A poem
  - An secondary nonfiction book
  - An elementary nonfiction book
  You will write an analytical paper about the appropriate use of technology as it relates to reading in a secondary content classroom. (See details and deadlines on BlackBoard).

- **Module 6: Comprehensive Final Project: Secondary and Content Reading Reflection – Benchmark for course.**
  You will submit a 750-1,000 word analytical reflection on what you have learned in this course. If you are already teaching, your reflection can relate directly to your experiences with your students. If you are not yet teaching, your reflection can relate to the changes in your personal knowledge base as the result of course activities. This reflection must
include citations to specific sources that have informed your learning. The paper must follow APA (6th Edition) format. (100 points – See appendix and BlackBoard for more information. You must achieve 80 points on this paper to pass the course.)

**NOTE:** All course written assignments must be:
- Double-spaced
- Word processed
- Written in APA style
- Free of mechanics, usage, grammatical, and spelling errors.

**Evaluation and Grade Assignment**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Introductory Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Five Modules (70 points each)</td>
<td>350</td>
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<tr>
<td>Secondary/Content reading reflection</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
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<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>92%-100%</td>
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<tr>
<td>84%-91%</td>
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<tr>
<td>76%-83%</td>
<td>C</td>
</tr>
<tr>
<td>68%-75%</td>
<td>D</td>
</tr>
<tr>
<td>60%-67%</td>
<td>F</td>
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**Course Policies**

**Late work and Make-up Exams**
Full credit will not be given for late assignments

**Extra Credit**
Extra credit is not an option for this course.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.
Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 6, 2018** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

**Classroom/professional behavior**

**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](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.

IX. Course Schedule:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Introduction assignments</td>
<td>Jan 30</td>
</tr>
<tr>
<td>Module 1</td>
<td>Feb. 13</td>
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<td>Module 2</td>
<td>Feb. 27</td>
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<td>Module 3</td>
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<td>April 10</td>
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<td>Module 6</td>
<td>April 24</td>
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<td>Module 7</td>
<td>May 8</td>
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Note: All written assignments will be due on the dates above. I will keep the assignments open until midnight of the day they are due. Discussion participation will be due the same date as the written assignments. Quizzes will due the day after each module assignment and discussion are due.
X. Textbook

XI. Bibliography of Selected References:


