

Reading 536

Reading 536 Literacy Instruction in Grades 8-12
College of Education and Applied Sciences
Department of Language, Literacy, and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor: Dr. Donna Azodi
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Texts: Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland: Stenhouse Publishers.
Buehl, D. (2001). *Classroom strategies for interactive learning 2nd Ed*. Newark: International Reading Association.
Beers, K. (2003). *When kids can't read: What teachers can do. A guide for teachers 6-12*. Portsmouth: Heinemann.
(Alternate text if you already have it) Tovani, C. (2002). *I read it, but I don't get it*. Portland: Stenhouse Publishers.

Course Description: This course focuses on the uniqueness of secondary students and the integration of literacy skills and directly addresses how to teach those literacy skills. Credit 3.

Course Format: The course format consists of readings from the texts, the Internet and the media to develop reading sources, class discussion, small group activities, presentations and preparation of reading activities. The primary delivery system for this class is through Blackboard.

Standards Matrix: Objectives for this course follow the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities	Assessments	Standards <u>State Standards</u> Organizational Standards
The candidate has knowledge about the characteristics of secondary learners and structures with emphasis on the specialized vocabulary of secondary literacy.	Responses to readings and group discussions	Reports Participation in class Blackboard discussion Test	<u>3.4k, 4.1k, 4.2k, 4.4k, 4.5k, 4.19k, 5.5k, 6.25k</u> 1, 2a, 2i, 3b
The candidate knows about current theories, processes, and principles of diverse learners' language and literacy development and the curricular approaches for teaching, writing, listening, speaking, and thinking in secondary grades.	Responses to readings and group discussions Professional Journal Article Review	Rubrics Blackboard group discussion Test	<u>1.2k, 2.5k, 2.7, 2.8k, 2.9s, 2.10s, 3.11k, 3.2k, 3.3k, 5.2k, 5.3k, 5.4k, 5.7k, 5.8k, 5.4s,</u> 2a, 2b, 3a, 3b
The candidate knows a wide range of vocabulary, reading comprehension, and writing strategies that can be used instructionally with secondary students.	Strategy Presentations Inquiry Paper and PowerPoint Presentation Responses to readings and group discussions	Test Strategy Presentation Rubric Inquiry Paper Rubrics	<u>1.7s, 2.2s, 3.5s, 3.6s, 3.9k, 3.10k, 4.6k, 4.3s, 4.4s, 4.5s, 4.7s, 4.8s, 4.9s, 4.11s, 4.13s, 4.15k, 4.14s, 4.16s, 4.17s, 4.18s, 5.2k,, 5.3k, 5.4k, 5.5k, 5.7k, 5.8k, 5.9k, 5.3s, 5.4s, 5.7s, 5.8s, 5.10s, 5.12s, 6.1k, 6.2k, 7.5k, 8.2s, 8.4s, 8.7k,</u> 2b, 3b, 3c

Web address for state standards: <http://www.sbec.state.tx.us>

Web address for specialty organization: ACEI

Course Requirements:

1. Professional Book – Assigned Readings, Postings, and Responses (200 points)

Candidates will be assigned chapters of the texts to read and will be held accountable for information through professional reading reflections and Blackboard discussion format. Each student will read and respond in-depth to the assigned chapters by completing professional reading reflections. Postings will be made by the due dates on the appropriate places on Blackboard as outlined by the instructor. Because this is an online course, you will have more outside reading than if we were meeting in a face-to-face class. Do not take this assignment lightly. Responses to the reading must show evidence of thoughtful reading and not skimming the material. Responses to your classmates must show thoughtful reflection and respect for other opinions that differ from your own.

- a. Buehl – chapters 1-3, Tovani – *Do I Really Have to Teach Reading* – Professional Reading Reflections #1, #2, #3 = 45 points each
- b. Beers – *When Kids Can't Read – What Teachers Can Do* – PowerPoint

Presentation of Assigned Chapter and responses to classmates presentations = 65 points

2. **Inquiry Project** (100 points) Students will select a topic related to the reading process for secondary students and will research through the use of multiple sources information on the topic. Candidates will prepare a PowerPoint presentation and post it on Blackboard.
3. **Strategy Mini-lesson** (100 points) Candidates will present a teaching strategy to the class that can be used with students in the secondary grades. Each student will select a strategy from *Classroom Strategies for Interactive Learning*. You will present the strategy to a small group (students, family, friends, other classmates, etc.). You will then plan the strategy and take the group through the strategy. The strategy presentation must be interactive. You will videotape the strategy presentation and deliver it to the instructor by mail or in person or you may present it to classmates at SHSU.
4. **Professional Reading and Discussion** (50 points) Candidates will select and read one article from either The Journal of Adolescent Literacy, Voices in the Middle, The Reading Journal or English Journal or other comparable journals in the candidates' content areas that relates to this course. Information from the article will be shared in class. A copy of the article will be submitted with the summary.
5. **Final Exam** (100 points) Each student will complete a final self-assessment that will include a fully elaborated analysis of learning from each of the above assignments and goals for how you plan to use this knowledge in your own teaching. You will type the final self assessment and post on Blackboard or email it to dsa001@shsu.edu by August 5.
6. **Weekly Course Activities Evaluation** (20 points)
7. **Weekly Discussion Evaluation** (32 points)

LATE PAPERS AND PROJECTS ARE NOT ACCEPTED WITHOUT PRIOR APPROVAL FROM THE PROFESSOR. ALL ASSIGNMENTS MUST BE COMPLETED TO RECEIVE A GRADE.

Reading Assignments	200
Inquiry Project	100
Strategy Mini-lesson	100
Professional Journal Reading and Discussion	50
Weekly Course Activities Evaluation	20
Weekly Discussion Evaluation	32
Final Exam	100
Total Possible Points	602

Evaluation:

A = 92-100% 554-602

B = 85- 91% 512-553

C = 80-84% 482-511

Reminders: The professor reserves the right to alter course requirements to better meet the learning needs of the class members.

IDEA Evaluation – Note these objectives are identified as being target objectives for Reading 536:

- Learning to apply course material to improve thinking, problem solving, and decisions
- Learning fundamental principles, generalizations or theories
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.