

Reading 536: Literacy and Learning Grades 8-12
College of Education
Department of Language, Literacy, and Special Populations

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Text: Bean, T., Readence, J., & Baldwin, R. S. (2008-9th
 Edition.). *Content area literacy: An integrated approach*.
 Dubuque Iowa: Kendall/Hunt Publishing Company.

Course Description: This is a graduate level course in reading/language arts that uses research and researched best-practice to inform and guide instructional decision-making. Students will learn to determine pupils' needs and abilities in content area reading and writing through the use of assessment instruments and will plan instructional strategies appropriate to their needs within specific secondary teaching fields.

Standards Matrix: The objectives for this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards <u>State Standards Organization Standards</u>
The student is able to identify and articulate the importance of the interactions among the reader, the text, and the context of the reading situation.	Chapter 1 in text, Class lecture and discussion, Preparation of reading, writing activities	Test, Entry in learning logs Reading and writing activities	<u>1.1k</u> 1.3, 1.5, 2.6

The student will be able to select and use appropriate instructional materials.	Chapters 4 & 7-Course Text Test Class lecture and discussion Analysis of textbook Preparation of Bibliography of young adult and multicultural literature in content area Reading Folders Chapter 2-Course Text Review of available software programs in content area	Textbook analysis data and paper Bibliography Reading folders Review of software sheet Test	<u>1.4k, 1.16, 3.6k, 3.7k, 1.16s, 1.20s, 3.9s</u> 2.5, 2.6, 5.2, 5.4, 5.6, 12.4
The student will be able to develop activities and assignments that are appropriate for secondary students and that actively engage them in the learning process.	Chapters 9 & 10-Course Text Class lectures and discussions Activities developed for pre-reading, guided reading, post reading	Test Strategy Lesson Vocabulary, reading, writing activities	<u>1.1k, 1.2k, 1.3k, 1.11k, 1.20k, 3.8k, 1.27s, 3.13s, 3.8s</u> 3.1, 3.2, 3.4
The student is able to use various word identification strategies appropriate for secondary students.	Chapter 8-Course Text Class lecture, discussion Preparation of vocabulary strategy	Test Vocabulary activity	<u>1.2k, 1.4k, 1.1k, 1.1s, 1.4s, 3.8s</u> 6.3, 6.6
The student will use multiple and varied assessments before, during, and after instruction to guide instruction, monitor progress and address specific concerns and teach students to monitor and self-assess.	Chapter 5-Course Text Class lecture Discussion Pre-reading strategies and activities	Test Pre-reading activities	<u>1.1k, 1.2k, 1.24k, 1.25k, 3.4k, 3.9k, 1.24s, 1.27s, 1.28s, 1.3s, 2.2s, 2.3s, 3.11s, 3.4s, 3.5s, 3.6s</u> 2.8, 7.2, 7.4, 10.2

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

Web address for Reading Professional Standards: <http://www.reading.org>

Course Format: The course format includes readings from the text, use of library resources such as newspapers and journals, and the Internet to find reading resources, tests, class discussions, small group activities, preparation of reading activities.

IDEAS—The IDEAS objectives which will be stressed in this course are the

following:

Learning to apply course material to improve thinking, problem solving, and decisions; Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; and gaining factual knowledge, terminology, classifications, methods, trends.

Course Content: The ability to use reading, writing, speaking, and listening processes to learn subject matter across the curriculum is a necessary skill for every secondary student. The effective teacher must understand the transactional nature of learning with text and be able to use a variety of practical, theory-based teaching strategies that scaffold instruction in ways that guide and support content literacy and learning. The effective teacher must be able to make authentic assessments of student learning.

Course Requirements:

1. CLASSROOM ACTIVITIES AND CLASS PARTICIPATION (50 pts)

Whole class discussions and small group discussions—Candidates are expected to participate in class in whole group discussion and small group discussion. Full credit will not be given for this activity if a candidate has missed a class when an activity is conducted. The class will be more enjoyable, and more will be learned as everyone shares the knowledge they have. Active participation in class will be noted by the professor.

2. PROFESSIONAL DISPOSITIONS (50pts.)—At this stage of your candidacy for teacher education, certain professional behaviors are expected. These behaviors are called dispositions and for this class include the following:

Promptness to class

Appropriate attitude-Teaching is people oriented. It is expected that candidates will be courteous and respectful to one another and the professor. There are appropriate ways to approach differences in opinion. It is expected that candidates will utilize the appropriate manner to handle any differences that may arise. It is expected that candidates will attend to class activities and not engage in personal conversations with other candidates, use their cell phones to text message, or otherwise engage in off task behaviors. The professor will not hesitate to discuss problems areas with candidates.

Completion of assignments- Assignments must be completed and submitted on time.

3. TEXTBOOK ANALYSIS (100 pts)--Candidates will select a current, secondary level textbook in their subject area. Candidates will use the readability formula presented in class to determine the readability level of the textbook being examined and complete the Readability Checklist. In a 2-3 page paper, each candidate will discuss categories listed on the Readability Checklist as they pertain to the text examined. Both strengths and weaknesses of the text should be described. One paragraph should be devoted to a discussion of the findings from the readability formula and the implication for students who will use the text. The concluding paragraph should discuss the overall advantages and disadvantages of using this textbook. Complete bibliographic information in APA format should be given for the text: title, author, publisher, copyright date, and grade level of the students for whom the text is intended. A rubric has been designed for this assignment.

4. TESTS (200 pts.)--2 tests, a midterm and a final will be given over material covered in lecture and in the textbook.

5. ANNOTATED BIBLIOGRAPHY (100 pts.)--Candidates will compose an annotated bibliography of 10 young adult books, trade books, poetry books and picture books that cover topics related to their content area. If books are not in the SHSU Library, they must be submitted with the assignment. The bibliography must include 3 fiction, 3 nonfiction, 3 picture books, 2 poems or 1 book of poetry in the candidate's area of academic specialization. Book citations should follow APA format. Please note carefully the citation on the rubric for this assignment and follow capitalization and punctuation for this citation style. Annotations should be 3-5 sentences long, intended grade levels and the genre for each book should be given. Each entry should be submitted on a 4X6 index card. A rubric that shows how each entry should be submitted is included for this assignment. Candidates are expected to follow the example given in order to earn full credit for each assignment.

6. LEARNING LOG (100 pts.)--Each candidate will keep a learning log on 4x6 index cards. The instructor will give the prompt for the learning log at the end of each class session. Full credit for this assignment will be given based upon total number of responses given during the course and evidence on the candidate's part that the response is complete and related to information presented during the class session. Each entry must be dated, and the topic written at the top of the card.

7. READING ACTIVITIES (100 pts.)--Each candidate will prepare four reading activities based upon a chapter in a content area textbook. It is recommended that students use the same text as was used in the textbook analysis activity. The candidates will identify the major concepts and topics that should be learned from this chapter. From this chapter the candidate will develop the four reading activities given below. Multiple strategies for each activity will be presented by the instructor and by candidates in class. Candidates will choose from these strategies and develop the activity. Each activity is worth 25 points. A rubric is included for this assignment.

- Vocabulary activity
- Prereading activity
- During reading activity
- Postreading

8. STRATEGY LESSON (50 pts.) Each candidate will select a reading strategy from the course textbook, write a lesson plan for that strategy and teach that strategy to the class. The required lesson plan format will be distributed.

9. READING FOLDERS (75 pts.) Each candidate will create 5 reading folders. Select 5 topics, persons, or concepts from your content area. Find an article in a newspaper, magazine, or from the Internet for each item selected. Read the articles and develop 5 questions for each article based on the article's content. These questions should be at all levels of questioning. The article and questions should be placed inside a folder, one article per folder, with the article on one side and questions on the other. You may decorate the folder appropriately if you choose.

10. READINGS AND RESPONSES FROM THE COURSE TEXTBOOK (50 pts.) Several assignments will be made from the textbook. Candidates will need to read the assigned pages and be ready to discuss the information in a small group setting.

required for this course must be completed by the candidate before a final grade will be assigned.

Evaluation:

1. Classroom activities and Class participation = 50 points
2. Professional Dispositions = 50 points
3. Textbook analysis = 100 points
4. 2 Tests @ 100 points each = 200 points
5. Annotated Bibliography = 100 points
6. Learning Log = 100 points
7. 4 Reading Activities @ 25 points each = 100 points
8. Strategy Lesson = 50 points
9. Reading Folders 5 @ 15 points each = 75 points
10. Assigned Readings and Responses from the text = 50 points

Total Points for class = 875

Grade Equivalents

788-875 = A (90%-100%)

744-787 = B (85%-89%)

656-743 = C (75%-84%)

Below 75% = no pass

Expectations:

Attendance: Regular and punctual attendance is required for those preparing for a career in education. Any absence above three hours (one class period) is a cause for concern. Please contact the professor about absences that exceed this policy.

Tardies:

If a candidate is fifteen minutes late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded.

Candidates are to sign in on the roll sheet provided at the beginning of each class. It is the candidate's responsibility to sign in. This is how attendance will be marked. The professor does not have to credit any absences recorded because the candidate failed to sign in. Late work may be submitted with prior approval of the professor. Five points will be deducted for each day an assignment is submitted after the due date.

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.

STUDENTS WITH DISABILITIES 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.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. Note: No accommodation can be made until registration with the Counseling Center is complete.