

READ 5311

Literacy and Learning Grades 8 - 12



READ 5311: Literacy & learning grades 8-12

Department of Language, Literacy and Special Populations

Syllabus Fall 2017

Required course for post-baccalaureate 8-12 certification

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Location & class hours: Online

Office Hours: See Virtual Office for details.

Course description

This section of READ 5311 is designed as an “on-line only” course. The course is not meant to turn students into reading specialists nor is its intent to improve your personal reading skills. However, the ability to use reading and writing to learn subject matter in every subject field 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 strategies that scaffold instruction in ways that guide and support content literacy and learning.

IDEA objectives

The course focuses on these major objectives, as assessed by the IDEA course evaluation system:

- *Essential* – Developing specific skills, competencies, and points of view need by professionals in the field most closely related to this course (writing and literacy).
- *Important* – Gaining factual knowledge (terminology, classifications, methods and trends)

Textbooks & other readings

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Brozo, W., & Simpson, M. Content literacy for today's adolescents (5th ed.). Upper Saddle River, NJ: Pearson.

I hope you'll find Tovani's book to be a user-friendly text. Her style is conversational, her chapters are short and her intent is to be informational and "teacher useful". It is very possible to read several chapters in a single setting. Whether you wish to or not is your choice but I'd recommend that instead of reading ahead you refer to and read other resources or text materials on the same of related topics. Quite often another point of view is interesting and helpful. Other books by this author that secondary teachers have found useful include: *Do I really have to teach reading?* and *When kids can't read: What teachers can do – A guide for teachers grades 6-12*.

The Brozo and Simpson text is a bit older now, but it is still relevant to the needs of today's secondary teachers. I ordered it because although Tovani is an excellent resource, she doesn't give you many specific examples for strategies to use in the everyday classroom, for example, vocabulary ideas, guided reading strategies for comprehension, etc. Brozo and Simpson have lots of practical suggestions and methods for all of our course topics.

The SHSU library has many, many texts and on-line resources on Content Area Reading. I'd encourage you to find one or two to use as supplementary resources. This can be particularly helpful when trying to find specific instructional ideas in the areas of vocabulary development, before and during reading strategies, and trade books for content area teachers.

Selected articles and resources will also be posted throughout the course.

Course format & content

This class is a series of on-line modules. Each modules will contain readings, group sharing and discussions on our discussion board, as well as opportunities to apply our lesson topics and information to your teaching life.

The on-line classroom format includes lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries, writing workshop, and individual presentations. Evaluation consists of self-, peer, and professor assessments using rubrics for products, discussions, workshops and presentations. It is expected that graduate students be active, enthusiastic, and collegial participants during the semester.

It is important to remember that this is not an independent study course – your classmates and I count on your full participation each week. When you are not with us your absence is felt – each person contributes tremendously to the learning community.

Course requirements

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

Late assignments lose a percentage of the points for that assignment: after one day, ten percent of the points; after two days, one third of the points. No assignments earn points after the third day, but must be completed.

Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 2 points per section.

Conceptual framework

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 communities' diverse learners.

College of Education information

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Expectations

Detailed descriptions of some of these assignments will be provided for you in class when the appropriate time arrives. I will also provide you with rubrics to guide the evaluation of your work on many of these assignments.

Meaningful participation and discussion – Students are to read all assignments prior to the date that they are scheduled for discussion and are to participate in all class activities and discussions on Blackboard. Each module will include two discussion boards and one assignment. For class participation, for each Blackboard discussion prompt, you will post one original post and respond to at least two classmates. All responses must be done before the deadline/due date listed on the calendar.

Professional journal articles – Students will read two articles from professional journals. One article will be from a literacy journal such as the Journal of Adolescent & Adult Literacy. A second article will be selected from a professional journal in the students teaching field and will be related in some way to the development of reading/writing in the content area classroom. Suggested journal resources as well as summary formats will be found at one of the eCollege sites.

Matrix of objectives and activities

| Topic(s)/Objective(s) | Activities/Assignments (including field-based activities) | Measurement (including performance-based) | Standards Alignment S - SPA Standard Alignment TS - Texas Educator Standards/Competencies CF - Conceptual Framework Indicator N - NCATE Knowledge & Skills Proficiencies by indicator |
|--|---|---|---|
| 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 | Create vocabulary activities | <u>3.4k, 4.1k, 4.2k, 4.4k, 4.5k, 4.19k, 5.5k, 6.25k</u> 1, 2a, 2i, 3b CF 1 |
| 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 via group and individual online discussions | Create activities based on unit of study- including pre-reading strategies, during reading strategies, post reading strategies, and vocabulary strategies. Online discussion | <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 CF1 |
| 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 via group and individual online discussions | Plan various activities based on unit of study- including pre-reading strategies, during reading strategies, post reading strategies, and vocabulary strategies. Online discussion | <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 CF1 |
| The candidate knows a wide range of vocabulary, reading comprehension, and writing strategies that can be used instructionally with secondary students. | Content Area Resources project Responses to readings and group discussions | Content Area Resources project | <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 CF 1 |

[NCATE Unit Standards](#)

[NCATE Standards rubrics](#)

[Texas Educator Standards](#)

[SHSU Steele Center for Professional Practice](#)

Academic dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: Dean of Student's Office

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. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." 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). 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. For a complete listing of the university policy, see [this link](#).

Students with disabilities policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see [this link](#).

Bibliography

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- Fisher, D., & Frey, N. (2004). *Improving adolescent literacy: Content area strategies at work* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
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- McEwan, E. K. (2001). *Raising reading achievement in middle and high schools: Five simple-to-follow strategies for principals*. Thousand Oaks, CA: Corwin.
- Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. NY: Boynton/Cook.
- Romano, T. (1995). *Writing with passion: Life stories, multiple genres*. NY: Boynton/Cook.
- Tovani, C. (2004). *Do I really have to teach reading?* Portland, ME: Stenhouse.
- Tovani, C. (2002). *I read it but I don't get it*. Portland, ME: Stenhouse.

Grading scale

A = 90%-100%

B = 89%-80%

C = 79%-70%

Assignment schedule

| Module | Topic | Assignments | Due dates |
|--------|--|--|-----------|
| 1 | Introduction to content area literacy | Tovani presentation & discussion 1 (25 pts) Important book and literacy histories (10 pts) Ah Ha! (25 pts) | |
| 2 | Readability of instructional materials | Readability assessment (25 pts) | |
| 3 | Before reading: Anticipation guides | Tovani presentation & discussion 3 (25 pts) Anticipation guides discussion (25 pts) Eliot Eisner discussion (25 pts) | |
| 4 | Vocabulary development | Vocabulary activities (25 pts) | |
| 5 | During reading: Reading guides | Guided reading strategies (25 pts) | |
| 6 | Bibliography | Bibliography (25 pts) Final exam activity (50 pts) | |