READ 5325 IMPROVEMENT OF LITERACY IN SECONDARY SCHOOLS AND ADULT POPULATIONS
Fall 2016
READ 5325 is a required course for those individuals enrolled in a Masters of Reading with Reading Specialist program.
College of Education
Department of Language, Literacy and Special Populations

This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts, and techniques to teach reading and study strategies in secondary and adult classrooms.

Instructor:	Dr. Dodie Niemeyer Stddjs15@shsu.edu
Office hours:	4:00-6:00 pm Monday-Online Other times by appointment

Days and times the class meets: READ 5325 is an online course

Required Books:

Wood. K. D. & Blanton, W. E. (2009). *Literacy instruction for adolescents: Research-based-practice.* New York: NY. The Guilford Press.
ISBN: 978-1-60623-118-0

Fisher, D., Brozo, W. G., & Frey, N. (2014). *50 instructional routines to develop content literacy (3rd ed.).* Upper Saddle River, NJ: Pearson.
ISBN-10: 0133347966

Lockhart, E. (2014). *We were liars*. NY: Delacorte Press.
ISBN-10: 038574126X

Course Description: This section of READ 5325 is designed as an "on-line only" course. This course is for prospective and practicing teachers and focuses on the characteristics of the secondary and adult populations and the literacy strategies that enable secondary and adult students to comprehend, engage, and make use of the more challenging content and texts in all 8-12 subject areas. Candidates will be involved in class "online" lectures, discussion, small group activities, written assignments and presentations in BlackBoard.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: 1) Developing specific skills, competencies, and points of view need by professionals in the field most closely related to this course: writing and content area literacy

Important: 1) Gaining factual knowledge (terminology, classifications, methods and trends).
2) Learning fundamental principles, generalizations or theories.

Course Format: The content of this course is delivered using BlackBoard. In addition, course concepts are learned through self-study, collaborative study, small group discussions, writer response groups and small PowerPoint presentations. Evaluations consist of self-evaluations and professor rubrics using rubrics for products, discussions and presentations.

Course Content:

Week 1: August 23
- Introduction
- Introduce yourself on the Discussion Forum.

Week 2: August 30
- Chapter 1: Advocating reading instruction in middle and high school classrooms
- Chapter 2: The "Adolescent" in adolescent literacy: A preliminary review
- Chapter 3: Enhancing adolescent self-efficacy for literacy

Week 3: September 6
- Chapter 4: Content-area reading: Past, present, and future
- Chapter 5: Promoting adolescent literacy through parental involvement

Week 4: September 13
- Chapter 6: -Literacy coaching in middle and high schools
- Chapter 7: Meeting the needs of English language learners in the middle and secondary classroom

Week 5: September 20
- Chapter 8: Responsible differentiated instruction for the adolescent learners: Promises, pitfalls, and possibilities
- Chapter 9: Engaging texts and literacy practices for adolescent boys

Week 6: September 27
- Chapter 10: Paying attention to girls' literacy needs
- Chapter 11: Implications of adolescents' popular culture use for school literacy

Week 7: October 4
- Chapter 12: Research-based instructional literacy practices: Challenges and opportunities
- Chapter 13: Assessing adolescent literacy

Week 8: October 11
- Chapter 14: Motivating adolescent learners to read
- Chapter 15: Using picture books with older learners

Week 9: October 18
- Chapter 16: Polysyllabic words and struggling adolescent readers: The morphemic link to meaning, reading, and spelling "Big" words
- **Textbook readability due**

Week 10: October 25
- Chapter 17: Comprehension is more than a strategy
- Chapter 18: Vocabulary learning in the content area: Research-based practices for middle and high school

Week 11: November 1
- Chapter 19: Discussion-Based Instruction in the Middle and Secondary School Classrooms
- **Teaching a Content Instructional Routine (Strategy) Lesson Plan due**
- **Literature Circle**

Wee k 12: November 8
- Chapter 20: Writing Instruction for Adolescent Learners
- Chapter 21: Grouping in Middle and Secondary Grades: Advancing Content Literacy Knowledge
- **Literature Circle**

Week 13: November 15
- Chapter 22: Promising Practices Supporting Adolescents' Online Literacy Development
- Chapter 24: Engaging Adolescents in Thoughtful Literacy Practices
- **Literature Circle**

Week 14: November 29
- **Reflection paper due.**
- **Last Literature Circle.**

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 with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.
- Late readings, viewings, or postings subtract from Participation points. One day -- minus 3 points; Two days -- minus 5 points; After two days -- minus 8 points.
- Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 2 points per section.

1. **Assigned Readings, Weekly Courses Activities and Participation.** Read the assigned texts and course narratives, complete the course activities and participate in weekly whole class

discussions over the required readings and course narratives. Evaluations of daily course activities will be made by the professor. See Instructor *Evaluation for Weekly Course Activities Rubric* in Rubrics folder. Participation—Week 1-12

                Reading discussions and class activities (10 points x 12 weeks)   120 points

2. Teaching a Content Instructional Routine (Strategy) Lesson. Plan a content area strategy lesson, teach it to your students, and reflect on the experience, and post it to the discussion thread. Each student will select a strategy from **50 instructional routines to develop content literacy** (3rded.) from Fisher, Brozo and Frey.
      (See *DAP Reflection Description*)Strategy Lesson Plan   100 points

3. **Textbook readability**. Locate a textbook for a content area (math, science, social studies in grades 6-12). Using the Fry Readability Formula evaluate the textbook for readability levels.
 See *Guidelines for Textbook Readability* in the Rubrics folder.
     Textbook readability   30 points

4. Literature Circle Discussion. The book we'll be reading and discussing as a class: *We Were Liars (2014)* by E. Lockhart. This is a book that would be a representative of what students would find in a middle or high school library. See *Guidelines for Literature Circle Discussion* in the Rubrics folder.
      Literature circles   50 points

5. Reflection paper. In lieu of a final exam, you will write a reflection paper encompassing all of the semester's work. See *Guidelines for Reflection Paper* in the Rubrics folder.
      Reflection paper   100 points

EVALUATION (* indicates field-based activity):
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 with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.
- Late readings, viewings, or postings subtract from Participation points. One day -- minus 3 points; Two days -- minus 5 points; After two days -- minus 8 points.
- Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 2 points per section.

- Participation:
  Course activities and reading discussions   120 points
- Literacy Routine (Strategy Lesson with DAP reflection) (Nov. 1) 100 points
- Textbook Readability (Oct. 18)   30 points
- Reflection Paper (Nov. 29)   100 points
- Literature Circle   50 points
                        TOTAL POINTS   **400 points**

Letter grades: A= 90-100%   B= 80-89% C= below 80%

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

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.

Standards Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment **Texas Educator Standards/ Competencies** **IRA Standards** **Conceptual Framework Indicator** **NCATE Knowledge and Skills Proficiencies**
Apply the standards for language arts and content area disciplines developed by professional organizations	Teach instructional routines to develop content literacy.*	Lesson plan, teaching Share and discuss lesson plans with other educators.	2.2, 2.3, 2.9, 2.10, 2.11, 2.12 2.1, 2.2, 2.3, 5.3 **CF**: 1, 2, 3 **1**
Engage in critical thinking, collaboration and reflection while responding to books.	Small group discussion of *We Were Liars* will gather together to discuss a piece of literature in depth.	Forum responses in weekly readings and discussion posts using student evaluation rubric	2.2, 2.3, 2.9, 2.10, 2.11, 2.12 2.1, 2.2, 2.3, 5.3 **CF**: 1, 2, 3 **1**
Analyze content area textbooks.	Fry Readability Formula Raygor Readability Formula	Analysis paper	9.6 3.1, 3.3 **CF**: 4 **1**

Incorporate instruction of grammar, usage, spelling, and other language conventions into writing instructional time.	Whole group discussions Small group discussions End of course reflection.	Discussion boards Reflection paper	1.9, 6.2, 6.9, 6.10 1.2, 1.3, 5.3 **CF:** 1 1

NCATE Unit Standards
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Web address for *specialty organization standards*:
Math: www.nctm.org
Science: www.nsta.org
Social Studies: www.socialstudies.org
Family and Consumer Science: www.natefacs.org
Business education: www.nbea.org
English/Language Arts: www.reading.org

Web link on *Educator Preparation Services* site for ***Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/

Course Evaluation:

The on-line classroom formatted includes lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries and individual presentations. Evaluation consists of self 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. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

Expectations:

Technology requirements. It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments. It is also necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills.

Additional Information:

Please visit http://www.shsu.edu/syllabus/ for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Bibliography:
TEXT/READINGS

Wood. K. D. & Blanton, W. E. (2009). *Literacy instruction for adolescents: Research-based-practice.* New York: NY. The Guilford Press.
    ISBN: 978-1-60623-118-0

Fisher, D., Brozo, W. G., & Frey, N. (2014). *50 instructional routines to develop content literacy (3rd ed.).* Upper Saddle River, NJ: Pearson.
    ISBN-10: 0133347966

Lockhart, E. (2014). *We were liars*. NY: Delacorte Press.
    ISBN-10: 038574126X

Suggested Texts:

Allen, C. (2001). *The multigenre research paper: Voice, passion and discovery in grades 4-6.* NH: Heinemann.

Daniels, H., Zemelman, S. (2004). Subjects matter: Every teacher's guide to content-area reading. NH: Heinemann.

Daniels, H., Zemelman, S., Steinke, N. (2007). Content-area writing: Every teacher's guide. NH: Heinemann.

Buehl, Doug. (2010) *Classroom Strategies for Interactive Learning.* International Reading Association: Newark, Delaware (ISBN 0-87207-284-3)

Fisher, D., Brozo, W. G., & Frey, N. (2014). *50 instructional routines to develop content literacy (3rd ed.).* Upper Saddle River, NJ: Pearson.

Fletcher, R. (2006). *Boy writers: Reclaiming their voices*. Portland ME: Stenhouse Publishers

Kane, S. (2008). Integrating literature in the content areas. Holcomb Hathaway, Publishers: Scottsdale, Arizona

Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. NY:

    Boynton/Cook.

Romano, T. (2004). *Crafting authentic voice*. NH: Heinemann.

Romano, T. (1995). *Writing with passion: Life stories, multiple genres*. NY: Boynton/Cook.

Tovani, Cris. (2004) *Do I Really Have to Teach Reading?* Stenhouse Publishers: Portland, Maine.

Tovani, Cris. (2002).   *I Read It But I Don't Get It*. Stenhouse Publishers: Portland, Maine