Course Description

This course is designed to help teachers support literacy growth and development across the content areas. A variety of classroom activities will be covered.

Student Objectives
Students will demonstrate understanding of:
1. Literacy acquisition and maintenance.
2. Characteristics of today's youth.
3. The need for greater focus on literacy across the content areas.
4. The principles that promote active learning and use of learning strategies.
5. Using reading and writing skills to teach content area skills and concepts.
6. Characteristics of appropriate curriculum, instructional strategies, instructional arrangements, resources, and student performance assessment.
7. Instructional strategies to teach vocabulary, writing, and comprehension.

Class Expectations and Requirements

Participation: Learning is an active process. As a professional educator, you are to practice the behaviors you would desire from your students. Because of the pace of the summer course, late work will NOT be accepted.

Plagiarism: When completing your assignments, please refer to the college catalogue regarding plagiarism. All acts of academic dishonesty will be reported to the Dean.

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95—100</td>
</tr>
<tr>
<td>A-</td>
<td>90—94</td>
</tr>
<tr>
<td>B+</td>
<td>87—89</td>
</tr>
<tr>
<td>B</td>
<td>84—86</td>
</tr>
<tr>
<td>B-</td>
<td>80—83</td>
</tr>
<tr>
<td>C</td>
<td>70—79</td>
</tr>
<tr>
<td>D</td>
<td>60—69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
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Accommodations: If you have a documented disability that will impact your work in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crocker Center. This office can be reached at (713) 525-6953 or 3162.

Incompletes: If you have any type of personal emergency please notify me as soon as you are able.

Class Announcements: Please check the posted announcements several times each week. I will use this format to communicate with the class. It is also important that you check your St. Thomas email. I may need to get in touch with you and this is my only method of direct communication.
Assessment Activities

**Class participation**: Attending and participating in on-line class discussions and assignments is an important part of being a professional. **20 points**

**Assignments**: Your assignments for this class will include on line activities, online discussion, position paper, or concept maps. **25 points**

**Project**: You are to design a plan for teacher education. The project must include:

1. A five page paper for each student. The paper will follow APA style and points will be deducted for errors in format. You must have 5 references for your paper. Partners may have 3 references in common but at least 2 must be unique.
2. A PowerPoint presentation that can be used to instruct teachers in supporting literacy in their specific content area. The presentation should be 10 slides minimum, not counting the title page and references

**Criteria**:  
— Topic—must be appropriate to the course
— Paper must follow APA format and the body of the paper must be 5 pages long.
  o Coversheet
  o Abstract
  o Running head
  o In body reference
  o Reference page formatted correctly.
  o 1 in. margins, double spaced, new times roman or arial in 11 pt. font
— PowerPoint presentation that is professional. Background is appropriate for a professional presentation. Slides are not crowded.

— **35 points**

**Final Exam**: The final exam will be primarily application questions. **20 points**

*I reserve the right to make adjustments to this syllabus as needed. Any changes will be posted on the announcements of blackboard.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Introduction to class, overview</td>
</tr>
</tbody>
</table>
| June 8  | Introductory Readings  
*Adolescent Literacy Resources: Linking Research and Practice*  
Introduction  
The Adolescent Literacy Support Framework  
*The Theory Underlying Concept Maps and How to Construct and Use them*  
*Bringing Literacy Strategies into Content Instruction*  
Section 1: The national assessment of educational progress |
| June 15 | Student Motivation  
*Adolescent Literacy Resources: Linking Research and Practice*  
Overview of Key Component A |
| June 22 | Strategy Instruction  
*on-line* |
| June 29 | Literacy Skills  
*Adolescent Literacy Resources: Linking Research and Practice*  
Overview of Key Component B  
*Bringing Literacy Strategies into Content Instruction*  
Section III: Vocabulary Instruction  
Section IV: Effective Comprehension Instruction |
| July 6  | Literacy Across the Curriculum  
*on-line*  
*Adolescent Literacy Resources: Linking Research and Practice*  
Overview of Key Component C  
*Brining Literacy Strategies into Content Instruction*  
Section 2: Five Academic Literacy Recommendations* |
July 13  Leadership

Adolescent Literacy Resources: Linking Research and Practice
Overview of Key Component D
Brining Literacy Strategies into Content Instruction
Section 5: Professional Development
Section 6: Designing Professional Development to Support Content Area Instruction

July 20  Diversity and Literacy  on-line

July 27  Project due

July 3  Final Exam—on line