Syllabus

**Course Prefix and Number:**  MAT 642

**Title:**  Literacy Instruction for Secondary Education

**Credit Hours:**  Three (3)

**Prerequisites (if any):**  Full SARTE Status; MAT 610; MAT 615; MAT 620; MAT 630; Online section: full time in-service teacher in the desired certification area in a regionally accredited secondary school (grades 7-12).

**Course Description (Must match description in the catalogue):**  A study of theories and methods for integrating literacy instruction in content area classrooms. Reading assessments and literacy strategies that are designed to increase vocabulary learning and comprehension of expository text are introduced and practiced. Field experience will be required.

**Statement of Conceptual Framework:**  In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology).

**Course Objectives:**  After completing the course, the candidate will have the capability to

1. facilitate students’ understanding of expository text materials and content-specific vocabulary. PS, KL, SM, CK
2. identify and address the literacy needs of students from diverse cultures and socioeconomic levels, English Language Learners, and other special needs students throughout the curriculum. KL, SM, diversity
3. plan for and provide a literate classroom environment to meet the diverse literacy needs of all students. KL, CK, diversity
4. plan meaningful literacy experiences that integrate reading, writing, listening, and communicating competencies in content area teaching. PS, SM, CK, diversity, technology
5. interact with students, colleagues, parents, and community to enhance literacy development. SM
6. model effective oral and written communication. SM
7. demonstrate a basic understanding of reading assessments for students and text. KL, CK
8. apply the Louisiana Content Standards Foundation Skills in instructional planning. PS, SM, CK
9. incorporate instructional technology into the preparation and teaching of lessons to enhance literacy development. PS, SM, CK, technology
10. use critical and creative thinking skills relevant to course content and appropriate to student needs in planning lessons. PS, KL, SM, CK, diversity, technology

**Course Evaluation:**

Group Participation; Research Article Reviews; Field Experiences; Lesson Plans; Technology Application; Literacy Autobiography; Exams; Presentations

**Textbook:**  (Required)

PASS-PORT Requirements: Field experience hours for this course must be documented in PASS-PORT.
Books


Journals

American Educational Research Journal
Journal of Adolescent and Adult Literacy
Journal of Reading Behavior
Journal of Teacher Education
Reading Research and Instruction
Reading Research Quarterly