



Fayetteville State University
School of Education
Department of Elementary Education
READ 315-01: Teaching Reading in the Elementary School
Fall Semester - 2009

I. Locator Information:

Instructor: Gloria Peuster

Course # and Name: READ 315-01

Semester Credit Hours: 3

Day and Time Class Meets: Tues. 6:00-8:50

Total Contact Hours for Class: 3

Email address: gpeuster@uncfsu.edu

Office Location: NA

Office Hours: NA

Office Phone: 910-978-4254 (cell)

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: This course is designed to give an introduction to the basics of reading instruction with emphasis on emergent reading, the initial stages of reading development, and primary and intermediate reading programs. Course requirements include a practicum in a partner elementary school classroom.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook: Vacca, J.A., Vacca, R.T., Grove, M.K., Burkley, L, Lenhart, L.A, & McKeon, C. (2003). *Reading and learning to read*. (6th Ed.). New York, NY: Allyn & Bacon. ISBN 0-204-43154-2

V. School Of Education's Conceptual Framework

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

VI. Course Goals and Objectives: The overall goal of this course is to provide candidates with a knowledge-base and practical knowledge of reading and to prepare them to effectively teach reading at the elementary school level. Upon successful completion of this course prospective facilitators of learning will understand reading as a complex process of meaning-making. They will be able to plan and implement reading lessons using a variety of materials and teaching strategies, and use a variety of assessment tools to evaluate learning. They will be able to modify lessons to accommodate the needs of diverse learners. They will show understanding of technology and be able to use technology as a tool for teaching and learning.

VII. Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- Describe literacy theories, processes and models of the reading process.
- Distinguish among different theories of language development.
- Identify/describe various curricular perspectives, instructional approaches, and materials consistent with those approaches.
- Identify trends in assessment; describe different types of assessments and the type of information they yield.
- Identify/describe the major components of reading and various strategies for teaching each component.
- Describe diverse learner factors that influence literacy development and strategies for differentiating instruction.
- Describe how to structure the classroom environment to support literacy learning for all K-6 students.
- Apply knowledge of different theories, approaches, and models of reading to developing a philosophy of reading and reading instruction.
- Apply knowledge of language and literacy development to evaluating the language/literacy development of young children.
- Modify literacy activities to address the needs of diverse learners.
- Communicate effectively with students, peers, and others.
- Critically reflect on their teaching both orally and in writing.
- Administer selected reading assessments to children in a classroom setting.
- Analyze and interpret assessment data and identify strengths, weaknesses, patterns of behavior, interests, etc.
- Design and implement developmentally appropriate, research-based literacy activities consistent with NCSCOS, which integrate literacy across the curriculum and address the needs of individual students.
- Work and communicate effectively with peers, students, teachers, and others.

NCDPI, NCATE OR SPECIALTY AREA STANDARDS: Upon successful completion of this course candidates will meet the following competencies required by NC Department of Public Instruction (NCDPI), and the National Council for the Accreditation of Teacher Educators (NCATE).

Standards Used in this Course	NCDPI Standards	NCATE Standard(s)	Assessment(s)
Indicators 1-2; 4-8	Standard 1: Elementary teachers have a broad knowledge and understanding of the major concepts in English Language Arts and Literacy.	Standard 1: Content Knowledge	<ul style="list-style-type: none"> • Tests • Learning Log Rubric
Indicators 1-7	Standard 7: Elementary teachers use developmentally appropriate strategies to design and deliver instruction in (reading).	Standard 1: Content Knowledge	<ul style="list-style-type: none"> • Field Assignment Rubric • Interdisciplinary Fair Rubric
Indicators 1-6	Standard 8: Teachers design instructional programs and strategies that build on students' experiences and existing language skills to help students become competent, effective users of language.	Standard 1: Content Knowledge	<ul style="list-style-type: none"> • Field Assignment Rubric • Interdisciplinary Fair Rubric

Professional Teaching Standards - Upon successful completion of this course, candidates will meet the following NCDPI Professional Teaching Standards.

Conceptual Framework	Professional Teaching Standards	Assessment(s)
Knowledgeable and reflective educators	Standard 3 – Teachers know the content they teach.	<ul style="list-style-type: none"> • Tests • Learning Log Rubric
Communication	Standard 4 - Teachers facilitate learning for their students	<ul style="list-style-type: none"> • Field Assignment Rubric • Interdisciplinary Fair Rubric
Caring dispositions Respect for diversity and individual worth	Standard 2 – Teachers establish a respectful environment for a diverse population of students	<ul style="list-style-type: none"> • Field Assignment Rubric • Interdisciplinary Fair Rubric
Research and leadership	Standard 1 – Teachers demonstrate leadership	<ul style="list-style-type: none"> • Observation • Self-Evaluation Checklist
Knowledge and reflective educators Working with families and communities	5. Standard 5 – Teachers reflect on their practice	<ul style="list-style-type: none"> • Field Assignment Rubric • Interdisciplinary Fair Rubric

The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

TECHNOLOGY COMPETENCE: This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera.

	Technological Applications for this Course
X	Productivity tool (Power Point)
	Presentation software
X	Internet
X	Web page construction
X	e-mail
X	On-line applications
	Grade book
	Video camera
X	Scanner
	Excel
X	Smart board
X	Lap Top and LCD panel
	Music Stereo and CD

VI. Course Requirements and Evaluation Criteria - The final grade you receive in this course will be based on how well you have completed the learning activities, examinations, group activities, and the practicum. An average of scores from these activities, credit for participation, professional development activities, and class and practicum attendance will determine your final grade.

- a. **Attendance Requirements** - Class attendance and punctuality are vital to your success in this class. Much of the learning required for this class will be acquired through interactive class activities, presentations, and discussions.

You must be there to participate; otherwise, FIVE points will be deducted from your final grade for each absence regardless of the reason.

Two late arrivals or early departures for whatever reason are equivalent to one absence. Exceptions will be made at the discretion of the instructor, only if there are extenuating circumstances.

- b. **Graded Assignments/Value**
Grading Scale

Evaluation Scale

7 Assignments	-	350
4 Tests		100
Projects		75
Participation		50

Total	575
-------	-----

c. Policy on Missed or Late Assignments -

No late assignments will be graded, no exceptions will be made. The assignment will receive an automatic zero.

d. I know that you are very busy individuals, however, you have elected to take this course. Turning in work late demonstrates that you are not meeting professional responsibilities. Please be sure to turn your assignments in on time and bring requested materials to class on due dates.

A = 92-100
B = 83-91
C = 73-82
D = 64-72
F = Below 63

e. Practicum & Professional Development Requirements - All elementary methods courses require a one-day per week practicum in an assigned partnership school. As part of this course you are required to spend an entire school day each week in your assigned partnership classroom. **A minimum of 12 visits is required. Failure**

to complete the minimum practicum visits will result in failing the course. The methods professor will provide an attendance log to document your partnership school experience. Selected field assignments are linked to your partnership school experience. Practicing teachers may use the school where they are employed to complete their practicum assignments. You are also required to **attend a minimum of five professional development activities. Students who fail to attend a minimum of 5 professional development activities will not be eligible for a grade of “A”.** A list of the professional development, workshops, field trips, and conferences will be posted on the PDS bulletin board outside of BU 343. You will need to present proof of attendance at the end of the semester to all your methods instructors.

NOTE: An education major earning a grade less than “C” in an education course is required to repeat the course.

Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones, bluetooth or other paraphernalia that may be distracting to the classroom environment.
4. Cell phones and pagers must be turned off during class.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. The instructor reserves the right to warn students publicly if needed. Continued violation of these rules will negatively affect your class participation grade.

VIII. Course Outline and Assignment Schedule See separate sheet

IX. Teaching Strategies – Lecture-discussion, demonstration, discussion, large and small group activities, group projects, field assignments, and reflection.

X. Bibliography:

The following journals and magazines are some that can be used for additional information. Also utilize the Internet for current articles.

Journals:

- The Reading Teacher
- Language Arts
- Reading Research Quarterly (RRQ)
- Adolescent Literacy

Magazines:

- Teaching K-8
- The Mailbox
- Instructor