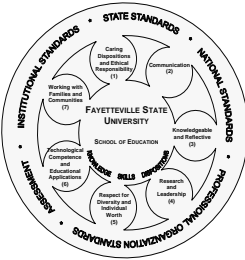


**FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION  
DEPARTMENT OF ELEMENTARY EDUCATION**

**READ 320**



**1. LOCATOR INFORMATION**

Semester: Fall 2009

READ 320- Teaching Reading in the Content Areas

No. Semester Hours of Credit: 3

Time Class Meets: On line

Instructor's Name: Dr. Priscilla Manarino-Leggett e mail : [pleggett@uncfsu.edu](mailto:pleggett@uncfsu.edu)

Web page: <http://faculty.uncfsu.edu/pleggett/>

Office Location: BU 341 Office Phone: 672-1586 Dept. Office 672-1538

Office Hours: Mondays 12-1 pm and by appointment

***FSU Policy on Electronic Mail:*** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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>

**2. COURSE DESCRIPTION:**

A study of methods, materials, classroom procedures, and evaluation techniques to facilitate reading in the content areas.

**3. DISABLED STUDENTS 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 please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**4. COURSE TEXTBOOK:**

McKenna, M. C. & Robinson, R, D. (2006) *Teaching Through Text, Reading and Writing in the Content Areas*. 4th Edition. Pearson Publishing: Boston, MA. ISBN: 0-0205-44328-1

**5. SCHOOL OF EDUCATION 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

**6. COURSE GOAL:**

The overall goal of this course is to provide the candidate with knowledge of instructional practices, methods, and assessments to help students read in their content areas.

**7. NCDPI, NCATE AND SPECIALTY AREA STANDARDS:**

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

<b>Learning Outcomes</b>	<b>Assessment (s)</b>	<b>SOE Themes</b>
<b>NCDPI Standards-Teachers demonstrate knowledge and use of reading processes through the use of a wide range of texts</b>		
Teachers demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications for a wide range of texts.	Tests	3
Teachers demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.	Assignments	3,1
<b>Teachers demonstrate the knowledge and use of the function, influence and diversity of language</b>		

Demonstrate an in-depth knowledge of and an ability to connect reading, writing, speaking listening and viewing processes.	Assignment -Project	3,2
<b>Teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.</b>		
Demonstrate an in-depth knowledge of and an ability to integrate a variety of instructional strategies and assessments to develop understand and critical literacies.	Project Tests	3,6
Use assessment information to plan, evaluate ,and revise effective instruction that meets the needs of the learners.	Project	1,3,5
<b>21 Century teachers have the knowledge and skills to use a variety of assessment techniques to determine instructional content and practices</b>		
Students reading performance is assessed through a variety of measures appropriate for content areas	Class Assignment	3
<b>21 Century teachers have the knowledge of the North Carolina Standard Course of Study</b>		
Teachers can design instruction based on the standards and modify instruction based on needs.	Class Assignment Project	3,5

### 8. DIVERSITY:

Upon successful completion of this course candidates will meet the following Diversity Standards:

Teachers understand the central concepts, tools of inquiry, and the discipline they teach to make subject matter accessible, meaningful and relevant for diverse learners.	Class assignment Project
Teachers are reflective practitioners who are committed to educational equity.	Self-evaluation

### 9. TECHNOLOGY:

This course will help strengthen and enhance the candidate' technology competence. Candidates will use a variety of technologies which will include Power Point, presentation software, Internet, email-online course applications, and web quests.

### 10. DISPOSITIONS:

Dispositions will be addressed through readings, modeling, reflecting, and project assignments. Students will demonstrate the following professional responsibilities:

- Is punctual
- Attends class regularly
- Dresses appropriately
- Completes all assignments in a timely manner
- Writes and speaks clearly and effectively
- Shows initiative
- Believes all children can learn
- Is courteous and respectful
- Maintains emotional control

Has positive professional attitude

## 11. COURSE REQUIREMENTS:

1. Assignments- All of the assignments will be submitted through the assignment link in Blackboard, you also must maintain a notebook of class assignments. Assignments will not be accepted late. All written assignments will be typed, double spaced, 12 point font) will be well –organized, reflect Standard English usage and mechanics and meet the specification given in class, Assignments must contain your name, course number and section and title of the assignment.
2. Project: A major project required and specifications to be given in class.. You will need a student account access.
3. Satisfactory performance on mid term and final examinations -content on modules, lecture notes, and readings will be the basis for the examinations.

## 12. EVALUATION CRITERIA:

The final grade you receive in this course will be based on how well you have completed the learning activities, class activities, project and examinations. Check your grade in Blackboard weekly.

Weekly Assignments...(BB).....250 points  
Project & Presentation in Class...100 points  
Attendance & Class Participation... 50 points  
Mid- Term Examination.....50 points  
Final Examination .....50 points

92 - 100 = A Superior 460-500 points  
83 - 91 = B Good 415-459 points  
73 - 82 = C Marginal 365-415 points  
64- 72= D Poor 320-364 points  
Below 63 = F below 320 points

## 13. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE:

SeeBlackboard for Assignments

## 15. ACADEMIC SUPPORT SERVICES:

*Smrthinking* is available. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab. It is accessible from Blackboard; it is listed as a Blackboard course.

## 16. REFERENCES:

Hoyt, L. (2005). Spotlight on comprehension: Building a literacy of thoughtfulness. Portsmouth, NJ: Heinemann.

Kuder, S. J. & Hasit, C. (2001). Enhancing literacy for all students, 1/e. Englewood Cliffs, NJ: Prentice-Hall.

Peterson, D. & VanDerWege, C. (2002) Guiding children to be strategic readers. Phi Delta Kappan, 83, 437-439.

Shankar, J. L. & Ekwall, E. (2000). Ekwall/Shankar reading inventory, 4/e. Needham Heights, MA: Allyn & Bacon.

Journal of Adolescent Literacy from the International Reading Association. Monthly

[www.reading.org](http://www.reading.org) IRA website.