



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

**READ 390**

**1. LOCATOR INFORMATION**

READ 390-D1 Methods and Materials in Teaching Reading

Credits: 3

Time: online

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

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***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:**

May, Frank. B. (2006) Teaching Reading Creatively. Columbus, OH: Pearson Education. ISBN 0-13-171379-5

**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 reading 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 materials appropriate for teaching reading.

**7. NCDPI AND SPECIALTY AREA STANDARDS AND OUTCOMES:**

Upon successful completion of this course candidates will meet the following competencies required by the NC Department of Public Instruction (NCDPI)

<b>Standards: Upon completion of this course candidates will:</b>	<b>Assessment(s)</b>	<b>SOE Themes</b>
Know the content they teach	Modules with rubric Quizzes And Exams	3
Engage in and make sure they meet the needs of students through inclusion and other models of effective practice	Modules with rubric	3,5
Align their instruction with NC SCOS	Modules with rubric Software Critical Evaluation	1,3,6
Reflect on their practice	Discussion board responses Website Review	3,4
Use a variety of methods to assess what each student has learned	Modules with rubric	3,6
Demonstrate leadership	Discussion	4

**8. COURSE REQUIREMENTS:**

1. Assignments- Completion of all assignments which include reading assignments using the textbook, articles and links on the WWW and the associated follow-up activities Format to follow and dates assignments are due are indicated in Blackboard.
2. Participation in discussions a online as indicated on modules.
3. Satisfactory performance on mid-term and final examinations-content on modules, lecture notes, and readings will be the basis for the examinations.
4. A critical evaluation using the criteria provided by the instructor of the following:
  - A. One computer software program related to reading
  - B. Three different education websites related to teaching/engaging children in literacy development

**9. 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 frequently.

8 modules x 20 points each.....	160 points
Mid-term Examination.....	30 points
Final Examination.....	20 points
Web-site evaluations 3 x 30.....	90 points
Software Critique.....	30 points
Total.....	330 points

92 - 100 = A Superior	303-330 points
83 - 91 = B Good	274-302 points
73 - 82 = C Marginal	241-273 points
64- 72= D Poor	211-240 points
Below 63 = F	below 211

**13. TOPIC SCHEDULE AND ASSIGNMENTS:**

See Blackboard for Assignments

**14. UNIVERSITY POLICIES:**

The University continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. In accordance with Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act (ADA) of 1990, if you have a disability, or you think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (first floor), 910.672.1203.

**15. ACADEMIC SUPPORT SERVICES:**

*Smarthinking* 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:

Cooper, K. (2004) *Growing readers: Units of study in the primary classroom*. Portland, MA: Steinhouse Publications.

Cooper, J. (2002) *Helping children construct meaning*. Boston, MA: Houghton-Mifflin Co.

Guninn, T. (2000). *Creating literacy instruction for all children*. Boston, MA: Allyn and Bacon.

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*. Englewood Cliffs, NJ: Prentice-Hall.

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

Richards, J.C. & Gippe, J. (2000) *Elementary literacy lessons: Cases and comments from the field*. Mahawh, NJ: Lawrence Erlbaum Publishers.

Vacca, R, Vacca, J. & Gove, M. (2002) *Reading and learning*. New York: Longman.

*The Reading Teacher*, journal from the International Reading Association. Monthly

*Journal of Adolescent Literacy*, journal from the International Reading Association. Monthly

[www.reading.org](http://www.reading.org) International Reading Association website.

FSU Curriculum Lab (third floor of the Library houses state adopted reading texts and other materials suitable for teaching reading.