



## FAYETTEVILLE STATE UNIVERSITY

### SCHOOL OF EDUCATION

### Department of Elementary Education

#### LOCATOR INFORMATION

Semester **Fall**

Year **2009**

Credit Hours **3**

Course Number and Name **READ 422-D1 Teaching Reading to Culturally Diverse Learners**

Course Location & Meeting Time **Online**

Instructor Gena Mattocks, M.Ed.

Office Location Bu 346

Office Telephone 672-1638

Office Hours By appointment

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## **COURSE DESCRIPTION**

This course presents opportunities for preservice teachers to gain knowledge of how student's cognitive, physical, socio-cultural, linguistic, emotional and moral development influences learning and how to address those factors that may cause a literacy gap. The course will explore the key elements of programs for an effective literacy improvement program that help underachieving students close the gap.

## **TEXTBOOK**

**Gunning, Thomas G. (2006), Closing the Literacy Gap. Columbus, OH: Pearson Education. ISBN # 0-205-45626-X**

## **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

## **COURSE OBJECTIVES**

Upon completion of this course, the candidate will:

Synthesize a position on the ways cultural diversity impacts learning to and engaging in reading

Establish criteria for practices that would be effective in closing the literacy gap between those who achieve and those who do not

Describe programs that promote high levels of proficiency in all learners

Describe the role of assessment in literacy programs that close the gap

## **CORE STANDARDS**

<b>Standards Used in this Course</b>	<b>NCDPI Core Standards</b>	<b>Assessment(s)</b>	<b>SOE Themes</b>
x	1. Teachers know the content they teach.	Text Questions	3,
x	2. Teachers know how to teach students.	Peer Teaching	3
x	3. Teachers are successful in teaching a diverse population of students.	Sample Lesson	5
x	4. Teachers are leaders.	Reflections	4
x	5. Teachers are reflective about their practice	Reflections	3
x	6. Teachers respect and care about students.	In class discussions	1,5

## DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)	SOE Themes
x	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Sample Lesson	2,3
x	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	In class discussions Mid-term Exam Final Exam	3
x	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	Book Club Selections	3,7
x	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Website Review Book Club Selections	5
x	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Book Club Selections	4
x	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Reflections	3

## TECHNOLOGY

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 technological competence 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. Check all that applies for this course. Please include any technologies that you use that are not listed.

	<b>Technological Applications for this Course (SOE Theme 6)</b>
x	Productivity tool (Power Point)
	Presentation software
x	Internet
	Web page construction
x	e-mail
	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
	Lap Top and LCD panel

	Music Stereo and CD
	Media Presentations

NCDPI Technology Standards addressed in this course.

<b>Technology Standards Used in this Course</b>	<b>NCDPI Technology Standards</b>	<b>Assessment(s)</b>
x	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Website Evaluation Sample Lesson
x	2. Teachers plan and design effective learning environments and experiences supported by technology.	Website Evaluation Sample Lesson
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
x	5. Teachers use technology to enhance their productivity and professional practice.	Website Evaluation Sample Lesson
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

## 8. DISPOSITIONS

	<b>Professional Competence</b>		<b>Professional Responsibilities</b>
x	Appreciates and engages in self-reflection		Dresses appropriately for the setting
x	Shows a commitment to ongoing learning	X	Is punctual
x	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
x	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
x	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
x	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
x x	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
	<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>
x	Believe all children can learn	X	Displays high and ethical professional standards
x	Understands the culture of students and their families	X	Is honest and dependable
x	Values and respects diversity and individual differences	X	Is courteous and respectful
x	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism

x	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
x	Interacts appropriately and positively with others	X	Works cooperatively with peers

## 10. GENERAL REQUIREMENTS

1. Completion of all **reading assignments (using the book, articles and links on the Internet) and the associated follow-up activities. Due on the dates** indicated on the course outline of assignments. The format to be followed will be given.

2. Participation in discussions on issues in class and in class activities.

3. Completion of mid-term and final exams.

4. Maintenance of a professional portfolio of all completed work and handouts provided.

5. A critical evaluation of three different education websites related to literacy development.

A sample lesson plan to be implemented with a culturally diverse student.

Creation of a book club for diverse learners with rules, selections, and directions for implementation.

## 11. EVALUATION CRITERIA

University Scale:

92 - 100 = A (359 - 390)

83 - 91 = B (324 - 358)

73 - 82 = C (285 - 323)

64 - 72 = D (250 - 284)

Below 63 = F below 250

**Assignments (8 Modules) ..... 20 points each = 160 points**

**Midterm = 130 points**

**Final Exam = 100 points**

## **12. COURSE OUTLINE (with Assignment Schedule)**

<b>Week</b>	<b>Topic</b>	<b>Assignment Due</b>
1 & 2 <b>Module 1</b> 8/20 & 8/25	Course Overview What is literacy	Personal Contact Information Read NCTE Principles of Adolescent Literacy Reform <b>Due Monday 8/31</b>
3 <b>Module 2</b> 9/1 & 9/8	What is the literacy gap? How do we close it?	Read Text Chapters 1 & 2 Article Reviews/Evaluations <b>Due Monday 9/14</b>
4 & 5 <b>Module 3</b> 9/15 & 9/22	Using Assessment and Building Language	Read Text Chapters 3 & 4 NCLB Video/Goals <b>Due Monday 9/28</b>
Saturday 9/19	Connect Pro	Group chat @ 1:00pm (time subject to change. Please check your emails)

6 & 7 <b>Module 4</b> 9/29 & 10/6	Building Thinking Skills and Lesson Plan	Read Text Chapters 5 Sample Lesson <b>Due Monday 10/12</b>
8	Mid Term Exam <b>Available Tuesday October 13</b>	Mid Term Exam <b>Due Wednesday 10/14 midnight</b>
9 & 10 <b>Module 5</b> 10/13 & 10/20	Building Reading Background and Extensive Reading	Read Text Chapter 6 & 7 and Reading Book Group assignment Book discussion <b>Due Monday 10/26</b>
11 & 12 <b>Module 6</b> 10/27 - 11/3	Phonological Awareness and Word Analysis & Affective Factors	Read Chapters 8 & 9 and Websites Reviews/Evaluations <b>Due Monday 11/9</b>
13 & 14 <b>Module 7</b> 11/10 - 11/17	Resources, and Organizing a Literacy Program to Close the Gap	Read Text Chapters 10,11 & 12 and Internet Literacy Assignment using Wiki <b>Due Monday 11/23</b>
15 <b>Module 8</b> 11/24	Student Perceptions of Causes of the Gap	Causes of the Achievement Gap <b>Due Monday 11/30</b>
16 12/1	<b>Final Exam</b> <b>Available Tuesday 12/1</b>	<b>Final Exam</b> <b>Due Wednesday 12/2</b>

**12. TEACHING STRATEGIES** This course will involve: extensive readings of text and online materials, on campus class meetings, video presentations, reflections, student-instructor interaction, student individual projects and assignments, lecture, discussion, group activities, and simulations.

### **13. UNIVERSITY POLICIES**

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

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. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

### **14. REFERENCES** (Suggested Readings, Internet and/or Multi-media Resources)

NCTE Principles of Adolescent Literacy Reform, April 2006

[www.ncte.org](http://www.ncte.org)

[www.ira.org](http://www.ira.org)

Handbook of Reading Research

Cooper, J.D., David, D.J. & Kiger, N.D. (2006). The struggling reader: Interventions that work. New York: Scholastic.

Herrera, S.G., Murry, K.G. & Cabral, R.M. (2007). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Boston: Pearson Education, Inc.