



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

**I. Locator Information**

Semester: Fall 2009  
Course: READ 552 01  
Teaching Literacy Across Content Areas  
Number of Semester Hours Credit: (3)  
Day and Time Class Meets: T 6:00 -8:50pm  
Taylor 101  
Email: pleggett@uncfsu.edu

Instructor: Dr. Priscilla M. Leggett  
Office Location: BU 341  
Office Hours: By Appointment  
Office Phone: 910-672-1586

***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 : <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

- II. Course Description:** A graduate course in the principles and methods of reading instruction in content areas of the K-12 curricula.
- 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 please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.
- IV. Textbook:** Vacca, R.T. & Vaca, J.(2008). Content Area Reading (8th Ed.) Boston, MA: Pearson Education. ISBN: 10:0-205-42857-6
- V. 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

**VI. Course Goal:** The overall goal of this course is delineate the role of reading in teaching and learning in the content areas.

**VII. Professional Standards for Master Degree and Reading Education Candidates:** The graduate student in reading education will meet the following standards:

Learning Outcomes	Assessment (s)	SOE Theme
<b>Knowledge &amp; Expertise &amp; Leadership</b>		
Understand and employ a variety of instructional practices and methods to improve reading across content areas.	Project Final Examination	2,3
Set goals while promoting educational initiatives	Project	2,3
<b>Facilitate Learning through Respectful Environments</b>		
Develop appropriate reading strategies that respond to learners' interest, reading abilities and backgrounds.	Project Presentations	1,3,5,6
Encourage an environment that is inviting, respectful supportive and inclusive	Discussions, project	1,5
<b>Assess and Plan Effective Instruction for Student Learning</b>		
Use technology to gather effective practices.	Project	4,6
Seek out existing research to inform school practices	Annotated Bibliography	4,2
<b>Reflect on Their Practices</b>		
Think critically about learning in their classroom	Class discussions	3
Adapt practice based on data	Project Final Exam	6

**VIII. Diversity:** Candidates reflect upon their experiences working with diverse learners through the course assignments and related topics. Candidates will understand the role that diversity plays in teaching and learning, and practice culturally responsive instruction and assessment. Diversity will be assessed through questioning, problem –solving activities and collaborative learning experiences.

**IX. Technology:** Candidates also gain a wealth of technology experiences through the use of Blackboard and other related assignments using powerpoint presentations, data collection via the Internet for readability projects, and webquest constructions. Technology will be assessed through observation, explanation, and demonstration.

**X. Dispositions:** Candidates will be expected to demonstrate a caring disposition and a philosophy that all children can learn and that the teaching of reading requires a knowledgeable teacher. Dispositions are assessed through their responses on the Discussion Board.

**XI. Course Requirements:**

1. Satisfactory completion of an annotated bibliography of 10 articles related to content area reading.
2. Completion of a final examination.
3. Active participation in all class discussions.
4. Oral presentation of a particular instructional practice and strategy.
5. Completion of a major content area project applying the strategies and instructional practices learned. This will also include a webquest. Specifics will be given in class.

**XII. Evaluation Criteria/Grading Scale:**

The evaluation criteria for this course uses the official FSU grading scale:

- A= Exceptionally High 92-100
- B= Good 83-91
- C= Satisfactory 73-82
- F= Failing Below 73

Grade Distribution

1. Final Exam (Covers Required readings, lectures, reports and class discussions) = 25%
2. Individual project = 25%
3. Annotated Bibliography = 15%
4. Report/Presentation = 25%
5. Class attendance and participation = 10%

**XIII. Course Outline/Schedule:** See assignment schedule.

**XIV: Teaching Strategies:** Teaching strategies for this course include: cooperative-group activities, individual projects, lecture/discussion, presentation, demonstration, video review and internet research.

**XV: Academic Support Services:** *Smrthinking* is available through student tools in Blackboard. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab.

**XVI. Bibliography:**

Kane, S. (2003) *Literacy learning in the content areas*. Scottsdale, AZ: Holcumb Hathaway Publishers.

McKenna, M. C Robinson , R. (2006) *Teaching through text*. 4<sup>th</sup> edition. Pearson Education.

Ruddell, M. R. (2005) *Teaching content reading and writing*. Hoboken, NJ: John Wiley and Sons, Inc.

Selected Professional Journals

American Educational Research Journal  
 Cognitive Psychology  
 Elementary School Journal  
 Harvard Educational Review  
 Journal of Developmental Reading  
 Journal of Educational Psychology  
 Journal of Educational Research  
 Journal of Experimental Child Psychology  
 Journal of Experimental Psychology: Human Perception and Performance  
 Journal of Experimental Psychology: Learning, Memory and Cognition  
 Journal of Learning Disabilities  
 Journal of Reading  
 Journal of Reading Behavior  
 Journal of Research in Reading  
 Journal of Verbal Learning and Verbal Behavior  
 Language Arts Journal  
 Phi Delta Kappan  
 Reading Horizons  
 Reading Improvement  
 Reading Psychology  
 Reading Research Quarterly  
 Research in the Teaching of English  
 Review of Educational Research  
 The Education Digest  
 The Reading Teacher  
 Visible Language