



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

1. LOCATOR INFORMATION

Semester: Fall 2009
 READ 610- Foundations of Literacy
 No. Semester Hours of Credit: 3
 Time: Online
 Instructor's Name: Dr. Priscilla Manarino-Leggett
 e mail : pleggett@uncfsu.edu
 Web page: <http://faculty.uncfsu.edu/pleggett>
 Office Location: BU 341 Office Phone: 672-1586 Dept. Office 672-1538
 Fax 672-2075
 Office Hours: By appointment.

2. COURSE DESCRIPTION:

This course presents an overview of the reading process, what it is, how literacy develops, instructional strategies, and materials available for facilitating the teaching of reading/literacy.

3. TEXTBOOK:

Leu, D. & Kinzer, D. (2003) *Effective Literacy Instruction*. 5th Edition. New Jersey: Merrill, Prentice Hall. ISBN 0 13 099541 X

4. 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

5. COURSE GOAL:

The goal of this course is to establish foundational knowledge of reading and writing processes and instruction.

6. NCDPI STANDARDS FOR MASTER'S DEGREE READING LICENSE

Standards	Assessment (s)	SOE Theme
Standard 1: Foundational Knowledge		
Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Knowing a wide range of theories and relate these to classroom practices. Summarizing empirical evidence related to foundational theories.	Self- Correcting Quizzes Rubric Final examination	3
Indicator 2: Demonstrate knowledge of reading research and histories of reading. Summarize influential reading studies and articulating how	Discussion through Discussion Board Quizzes Rubric for modules	3

these studies impacted reading instruction. Recount historical developments in the history of reading. Exhibit the impact of reading research on theoretical knowledge		
Indicator 3: Demonstrate knowledge of language, reading, and writing development. Compare and contrast the theories and research in the areas of language development and learning to read and write. Explain the connection between theories and practices.	Self-correcting Quizzes	3
Indicator 4: Demonstrate knowledge of cultural and linguistic diversity as they relate to the development of oral language, reading, and writing. Explain issues and ideas involved in the instruction of learners who speak and write different varieties of English or are learning English. Examine the appropriate areas of a class of school curriculum to determine how practices and materials that recognize and support the cultural diversity of learner and society are used.	Self-correcting Quizzes	5
Indicator 5: Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation). Describe and evaluate how the major components of reading knowledge, fluency, comprehension strategies, and motivation) are related to instructional and materials.	Discussion Self-correcting Quizzes Rubric for modules	3
Standard 2: Instructional Strategies and Curriculum Materials		
Indicator 1: Establish meaningful	Discussion	6, 4

<p>and appropriate purposes supported by instructional grouping options (individual, small-group, whole-class, and computer-based). Demonstrate the options and explain the evidenced-based rationale for changing configurations to best meet the needs of all learners. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.</p>	<p>Self-correcting Quizzes Rubric for modules</p>	
<p>Indicator 2: Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences. Support teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices that address the differing stages of development, cultures, and linguistic backgrounds of learners. Assist teachers in selecting evidenced-based reading practices to best meet the needs of all learners. Demonstrate the practices in their own teaching and in demonstration teaching.</p>	<p>Discussion Self-correcting Quizzes Rubric for modules</p>	<p>6</p>
<p>Standard 4 - Creating a Literate Environment</p>		
<p>Indicator 1: Use learners' interests, reading abilities and backgrounds as foundations for the reading and writing program. Demonstrate ability to assist classroom teachers and paraprofessionals in implementation. Demonstrate the integration of knowledge,</p>	<p>Technology Project</p>	<p>4,7</p>

practice, materials, and use of assessment in their own teaching or in demonstration lessons.		
Indicator 2: Use a variety of high quality materials, including, but not limited to, technology-based information, non-print materials, books, and periodicals. These materials will represent multiple levels, broad interests, and varied cultural and linguistic backgrounds. Assist classroom teachers and paraprofessionals in using a variety of high quality materials that present multiple levels, broad interests, and varied cultural and linguistic backgrounds. Assist families or guardians of learners in choosing appropriate supplemental materials. Demonstrate the selection and use of high quality materials in their own teaching and deconstruction lessons.	Modules w/rubrics, Technology Project	1,5
Indicator 3: Model and share use of reading and writing for real purposes in daily life. Demonstrate ability to assist classroom teachers and paraprofessionals in the implementation of modeling reading and writing.	Technology Project	4,6,7

7. DIVERSITY

Candidates reflect upon their experiences working with diverse learners through the module assignments and related topics on the discussion board and assessed by the assignment rubric.

8. TECHNOLOGY

One of the main projects in this course is the development of a technology project using a children's book as the springboard. Candidates also gain a wealth of technology experiences through the use of Blackboard since this course is an on-line course.

9. 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.

10. COURSE REQUIREMENTS

1. Completion of required readings in text and any other supplementary readings assigned. A module covering the content will be due approximately every two (2) weeks as required. A module (listed under student assignments) contains the required readings and the questions to be answered along with any other assignments deemed appropriate. There is a rubric which will be used to assess each week's assignment. See course documents for the rubric. Please no late submissions.
2. Completion of online mid-term and final examinations.(Fall only)
3. Use of the online companion web site for the textbook (www.prenhall.com/leu) to review key concepts for each chapter, view related web sites, and complete the online (practice) quizzes. The practice quizzes at the companion web site will help you prepare for the mid-term and final examinations. There is a link to the companion website in the external link section of this course.
4. Participation in discussions as indicated in each module. When a topic is posted on the discussion board, your name should be listed at least THREE times. This means that you should respond to the topic first, and then respond to two other of your classmates for a total of three (3) posts. Discussion board topics are located in the course link "Communication."
5. Completion of a technology project using internet sources. You are to choose a child's book (trade book) i.e., Roll of Thunder Hear My Cry, by Mildred Taylor; Polar Express by Chris Van Allsburg, or any other choice children's book). Then you are to locate related links on the Wide World Wide Web which would be of interest to the children and would involve them in some interactive learning activities). There are samples of a few previous projects provided for you in the related links for this course. Follow the same pattern. I will give you more specifics later in the course.

11. EVALUATION CRITERIA/GRADING SCALE

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

A= 92-100... 331-360 points

B= 83-91.... 275-330

C= 73-82... 263-274

F= Below 73...Below 263

- Seven (7) Modules (this includes readings, written assignments and discussions)...30 points each for a total of 210 points
- A mid-term and final examination. Each worth 50 points, for a total of 100 points
- Technology Project...50 points

12.COURSE OUTLINE/COURSE CALENDAR

See assignment schedule in Blackboard.

13. TEACHING STRATEGIES

- This course is structured around learning modules. A module is a learning packet, which contains behavioral objectives and activities to determine whether those competencies have been met. Your grade on each module depends upon the quality and quantity of the activities you do. A rubric is provided. I hope you will find these modules useful and beneficial. You will know exactly what is expected. There has been a great deal of important information worked into these modules. The due dates for the modules are identified on the Blackboard site. Please adhere to these dates. Points will be deducted for late submissions.
- In addition to the online modules, there is class discussion which takes place through the Discussion Room in the Blackboard site. This is your place to talk to your classmates and share thoughts on topics.

14. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.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.

15. REFERENCES

Kuder, S. & Hasit, C. (2002) *Enhancing literacy for all children*. Saddle River: New Jersey: Prentice Hall

McCormick, S. (2007) *Instructing students who have literacy problems*. 5th Edition. Saddle River, NJ: Prentice Hall.

Tompkins, G. (2003) *Literacy for the 21st Century*. Saddle River, New Jersey: Prentice Hall.