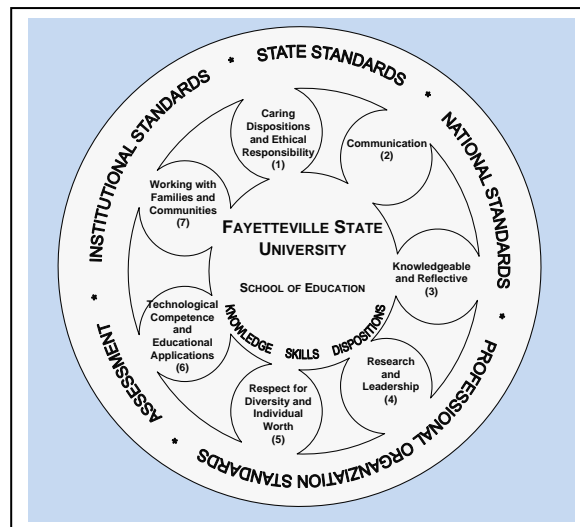




1200 Murchison Road
Fayetteville, North Carolina

School of Education
Department of Elementary Education
Phone (910) 672-1538



SYLLABUS

READ 390-D1 Methods and Materials in Teaching Reading Spring 2012

I. Locator Information:

Instructor:	Teresa M. Reynolds, Ed.D
Course # and Name:	READ 390-D1 Methods and Materials in Teaching Reading
Office Location:	Butler 348
Semester Credit Hours:	3
Office hours:	Tuesday 11-5 & Thursday 11-4
Office Phone:	910-672-1459
Day and Time Class Meets:	asynchronous - online
Total Contact Hours for Class:	48
Email address:	tmreynolds@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (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>

II. Course Description: This course is designed to help participants develop skills in the facilitation of effective learning experiences for young learners in the area of reading and language arts. Focus will be placed on the study of methods, materials and classroom procedures and evaluation techniques to facilitate reading in the content areas. In-service and pre-service teachers will use a variety of teaching strategies which are applicable to all grades. These strategies will promote critical thinking through analysis and reflection; while the use of creative thinking practices help educators align content, processes and assessment to increase student achievement in the areas of literacy and reading. Course participants will engage in classroom discussion, research and reflection, observation and practicum experiences.

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 to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

May, Frank. B. (2006). Teaching reading creatively. Columbus, OH: Pearson Education. ISBN 0-13-171379-5
 Standards for English Language Arts via PDF download at
<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>

V. Student Learning Outcomes –

The overall goal of this course is to provide the candidate with knowledge of instructional practices, methods, and materials appropriate for teaching reading. Teachers (in-service and pre-service) completing the course will:

1. Understand central concepts of the reading and language arts framework/ NCSCOS.
2. Demonstrate the ability to plan and facilitate effective learning opportunities for diverse populations of students.
3. Demonstrate an understanding of how learners acquire and retain knowledge.
4. Demonstrate an understanding of the major theories of language development and language acquisition.
5. Plan instruction using constructivist methods and employs the three levels of written language.
6. Plan instruction which has meaningful use of technology for students and as tools for instruction (i.e - document readers, smart board, digital cameras, MP3or MP4, Web 2.0 etc.

VI. Standards

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.

<i>NCPTS addressed in this Course</i>	<i>FSU School of Education Conceptual Framework Themes addressed in this course</i>	<i>Demonstration/Assessment</i>
Demonstrate leadership	2, 4,7	Engage in meaningful discussion of concepts and ideas associated with

		the prompts on the discussion board
Engage in and make sure they meet the needs of students through inclusion and other models of effective practice	3, 5	
Align their instruction with NC SCOS	1, 3, ,6	Standard /Practices Matrix completion
Know the content they teach	3	Quizzes Project rubrics
Use a variety of methods to assess what each student has learned	3, 6	Lesson plan presentation
Reflect on their practice	3, 4	Essays and writing prompts

Dispositions

Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	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
	Respects the privacy of students and their families	x	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believes 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
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control
X	Interacts appropriately and positively with others		

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP.

- 1.1 Teachers lead in their classrooms
- 1.2 Teachers demonstrate leadership in the school
- 1.3 Teachers leading the teaching profession.
- 1.4 Teachers advocate for schools and students
- 1.5 Teachers demonstrate high ethical standards

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS.

- 2.1 Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- 2.2 Teachers embrace diversity in the school community and in the world.
- 2.3 Teachers treat students as individuals
- 2.4 Teachers adapt their teaching for the benefit of students with special needs.
- 2.5 Teachers work collaboratively with the families and significant adults in the lives of their student.

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.

- 3.1 Teachers align their instruction with the North Carolina Standard Course of Study.

- 3.2 Teachers know the content appropriate to their teaching specialty.
- 3.3 Teachers recognize the interconnectedness of content areas/disciplines.
- 3.4 Teachers make instruction relevant to students.

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

- 4.1 Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.
- 4.2 Teachers plan instruction appropriate for their students.
- 4.3 Teachers use a variety of instructional methods.
- 4.4 Teachers integrate and utilize technology in their instruction
- 4.5 Teachers help students develop critical thinking and problem-solving skills.
- 4.6 Teachers help students work in teams and develop leadership qualities.
- 4.7 Teachers communicate effectively.
- 4.8 Teachers use a variety of methods to assess what each student has learned.

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE.

- 5.1 Teachers analyze student learning.
- 5.2 Teachers link professional growth to their professional goals.
- 5.3 Teachers function effectively in a complex, dynamic environment.

VII. Course Requirements and Evaluation Criteria –

- a. **Grading Scale** – The class grading scale must be consistent with the university catalog.

100 – 92 %	A	771-710 pts
91 – 83 %	B	709 - 639 pts
82 - 73 %	C	638 – 563 pts
72 - 65 %	D	562 – 501 pts
64 – 00 %	F	500 points or less

- b. **Attendance Requirements:** While online classes are primarily asynchronous, there is an expectation of regular participation through check in’s, assignment posts and timely responses to the discussions on the Discussion Board. The instructor will monitor the regularity of ‘class participation’. If more than 8 days have lapsed and a student has not “been in class”, expect an email from the instructor encouraging your ‘attendance’. Participation in online discussions should not be posted after the schedule for a particular model. The schedule will be found under class information in the course menu. When students must be away from the class for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons, in advance if possible, providing a timeframe for re-engagement and completion of all missed assignments.

- c. **Graded Assignments and Value of Each Assignment**

Read 390 – D1 Assignments and Value

Number	Module	Name of Assignment	Points	Where	Due BEFORE
1	Intro	Ethics	1	ASSIGNMENT	January 13
2	Intro	Activate memories	10	DB	January 13
3	Intro	Declarative Knowledge	10	ASSIGNMENT	January 13
4	Intro	Conceptual Framework Analogy	5	DB	January 13
5	Intro	Greetings and Introductions	5	DB	January 13
6	Mod 1	Dictionary	10	ASSIGNMENT	January 27
7	Mod 1	Other World Visitor	10	DB	January 27
8	Mod 1	Observation Notes	10	DB	January 27
9	Mod 1	Alphabetic Principles	10	DB	January 27
10	Mod 1	Summary List	5	DB	January 27
11	Mod 2	RSG	5	DB	February 10
12	Mod 2	Teacher Story	15	DB	February 10
13	Mod 2	AS Activity	10	DB	February 10
14	Mod 2	Reflection	10	DB	February 10

15	Mod 2	Lesson Plan 1	20	ASSIGNMENT	February 10
16	Mod 2	Lesson Plan 2	20	ASSIGNMENT	February 10
17	Mod 2	Creative Idea	10	DB	February 10
18	Mod 3	Light	5	DB	March 9
19	Mod 3	Summary Mod	5	DB	March 9
20	Mod 3	Concept Map	10	DB	March 9
21	Mod 3	My Story	20	DB	March 9
22	Mod 3	Concept Activities	5	DB	March 9
23	Mod 3	Plan	10	DB	March 9
24	Mod 3	Reflection Mod 3	10	DB	March 9
25	Mod 3	IDEA	5	DB	March 9
26	Mod 4	My Strategies	5	DB	March 23
27	Mod 4	Poem	10	DB	March 23
28	Mod 4	Fluency	10	DB	March 23
29	Mod 4	Reflections	50	DB	March 23
30	Mod 4	Strategy Table	10	ASSIGNMENT	March 23
31	Mod 4	Story Map	50	ASSIGNMENT	March 23
32	Mod 4	Point of View	10	DB	March 23
33	Mod 5	Response	5	DB	April 6
34	Mod 5	Vocabulary	10	ASSIGNMENT	April 6
35	Mod 5	Cluster	20	ASSIGNMENT	April 6
36	Mod 5	Opinion	10	ASSIGNMENT	April 6
37	Mod 5	Reflection 5	5	DB	April 6
38	Mod 5	Brochure	10	DB	April 6
39	Mod 6	Motivate Me	5	DB	April 20
40	Mod 6	Ladder	20	DB	April 20
41	Mod 6	My Class	10	DB	April 20
42	Mod 6	AHA!	10	DB	April 20
43	Mod 6	ME	5	DB	April 20
44	Conclusions	Final Assessment	100	ASSIGNMENT	April 27
45	Midterm	Midterm Assessment	100	ASSIGNMENT	February 28
46	Any time	Web Site Analysis	25	ASSIGNMENT	At any point before April 20
47	Any time	Software Analysis	25	ASSIGNMENT	At any point before April 20
48	Any time	Research Presentation	100	ASSIGNMENT	April 14

- d. **Policy on Missed or Late Assignments:** Missed assignments will result in a total point reduction for the assignment grade (0). Late assignments will result in 10% loss in points available per day late. Assignments will not be accepted via email - upon permission of the instructor, late assignments may be submitted via blackboard assignment menu

VIII. Academic Support Resources

Course participants who experience difficulties in meeting the course expectations should schedule an appointment with the instructor to determine viable strategies that will meet their academic needs. Smart thinking 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.

IX. Course Outline and Assignment Schedule

See blackboard for details of schedule and calendar. All Lesson Plans and Presentations should be thoroughly integrated with a variety of technology – presentation tools, web-searches etc. are a given.... Include tools that are used in our everyday lives.

Course Calendar

MODULE	DATES
Introduction	January 7-January 13

Module 1	January 14 - January 27
Module 2	January 28 - February 10
Module 3	February 11 - March 9
Midterm Exam Due	February 28
Module 4	March 10 - March 23
Module 5	March 24 - April 6
Module 6	April 7 - 20
Conclusions	April 21-27

Your research presentation (Web 2.0) is due by April 14

General Course Requirements

- Assignments – completion of all assignments which include reading assignments using the textbook, articles and links on the WWW along with the associated follow-up activities. The instructor will provide a format to follow. All pertinent information will be indicated on Blackboard.
- Participation in discussion online as indicated in modules.
- Satisfactory performance on mid-term and final examinations-content on modules, lecture notes and readings will be the basis for the examinations.
- Research presentation via online modes of communication
- A critical evaluation using the criteria provided by the instructor of the following:
 - One computer software program related to reading
 - Three different education websites related to teaching/engaging children in literacy development

X. Teaching Strategies :

The teaching strategies for this class may include, but are not limited to:

- Online lectures via reading and PowerPoint presentations
- Student discussions via discussion board
- Independent activities
- Writing prompts for reflections
- Lesson planning
- Critical analysis
- Online tests/quizzes

XI. Bibliography

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.

Guninng, 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 International Reading Association website.

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

WEB SOURCES

<http://www.ncpublicschools.org/curriculum/science/scos/2004/>

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

<http://www.educationworld.com/standards/state/toc/index.shtml#ce>

<http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=2>