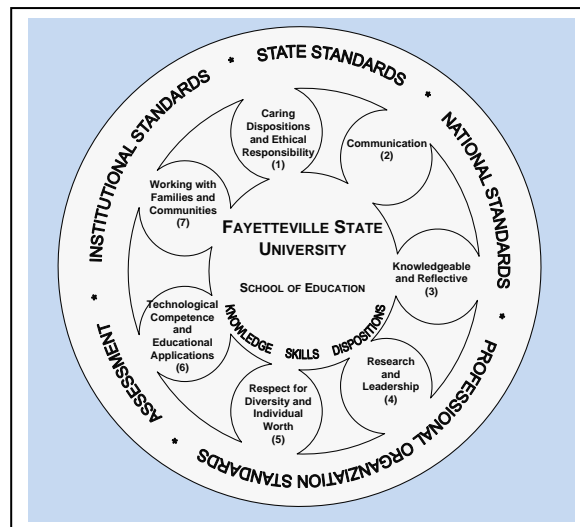




1200 Murchison Road  
Fayetteville, North Carolina

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



## **SYLLABUS**

### **ELEM 441 – The Psychology of Reading**

### **Spring 2012**

#### **I. Locator Information:**

Instructor:	Teresa M. Reynolds, Ed.D
Course # and Name:	ELEM 441 The Psychology of Reading
Office Location:	Butler 348
Semester Credit Hours:	3
Office hours:	Tuesday 11-4 & 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](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>

**II. Course Description:** This course provides a study of learning theories related to the process of reading, with emphasis on language development, including the cognitive, linguistic, perceptual, and sensory aspects as they relate to reading growth and development.

**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 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook:**

Selected readings from professional journals and textbooks to be provided

NC Core Curriculum Standards – hard-copy via online [www.ncpublicschools.org](http://www.ncpublicschools.org)

TASKSTREAM ACCOUNT (contact Dr. Kelly Charles - [kjackso7@uncfsu.edu](mailto:kjackso7@uncfsu.edu) -to register for your FSU-paid prescription). She will provide websites for tutorials.

**V. Student Learning Outcomes –**

The overall goal of this course is to provide candidates with a knowledge-base regarding the learning theories and psychology that relate to the development of the reading process.

**Elementary Education Department Learning Outcomes (Graduate Reading and Elementary Reading)**

1. The candidates will possess in-depth content knowledge to enhance 21st century skills in the specialty area that they teach.
2. The candidates will know how to implement pedagogical strategies based on the North Carolina Standard Course of Study, Common Core State Standards and CAEP.
3. The candidates will design, implement and report research projects conducted in their classroom/school which integrates research with teaching and service.
4. The candidates will utilize technology to enhance instruction, learning, research, assessment and data management.
5. The candidates will promote an educational culture that values reflective practice.
6. The candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.
7. The candidates will demonstrate leadership skills to advocate for students, communities, policies and practices that support student learning and development.

**Course Learning Outcomes –**

1. Participants will have a clear understanding of the theories and models associated with the reading process
2. Participants will demonstrate thoughtful and provocative insights, ideas, thoughts and personal theories regarding the reading process through interaction with other class participants.
3. Participants will demonstrate a personal value for diversity, individuality and learning through the development of ideas in an in-depth writing project
4. Participants will utilize technology resources through the use of TaskStream, Web 2.0 resources, online course system (BlackBoard) and other document preparatory software/tools.
5. Students will explore and compare writings both current and historical and project the new ideas for utilizing the theories and models in the future.

**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.

NC PROFESSIONAL TEACHING STANDARDS ADDRESSED	FSU SOE CONCEPTUAL FRAMEWORK	ACTIVITIES & ASSIGNMENTS	OUTCOME ASSESSMENT (EVALUATION MEASURES)
1. TEACHERS LEAD IN THEIR CLASSROOM BY USING DATA TO ORGANIZE, PLAN AND SET GOALS.	KNOWLEDGEABLE AND REFLECTIVE EDUCATORS	1. DISCUSSION BASED ON READINGS. 2. ASSIGNMENTS BASED ON THE TEXT READINGS.	1. DISCUSSION BOARD PARTICIPATION 2. PERFORMANCE ON PROJECT AND ASSIGNMENTS
2. KNOW THE CONTENT THEY TEACH APPROPRIATE TO THEIR TEACHING SPECIALTY	KNOWLEDGEABLE AND REFLECTIVE EDUCATORS	1. DISCUSSION BASED ON READINGS. 2. ASSIGNMENTS BASED ON READINGS.	1. PERFORMANCE ON FINAL 2. PERFORMANCE ON IN-DEPTH-RESEARCH
3. FACILITATE LEARNING FOR THEIR STUDENTS BY PLANNING APPROPRIATE INSTRUCTION	RESPECT FOR DIVERSITY AND INDIVIDUAL WORTH	1. DISCUSSION AND INTERACTIONS BASED ON READING AND ACTIVITIES	1. PERFORMANCE ON ASSIGNMENTS AND IN-DEPTH RESEARCH
4. FACILITATE LEARNING BY USING A VARIETY OF INSTRUCTIONAL METHODS	COMMUNICATION	1. WEB 2.0 PRESENTATION	SATISFACTORY PRESENTATION
5. FACILITATE LEARNING BY USING A VARIETY OF METHODS	KNOWLEDGEABLE AND REFLECTIVE EDUCATORS	1. DISCUSSION BASED ON READING	1. SATISFACTORY PERFORMANCE ON FINAL 2. WEB 2.0 PRESENTATION

### 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. **Attendance** – This is an online course which requires discipline and organization. All work must be submitted through the assignment links in Blackboard. No work is accepted late. A zero will be entered for any missing or late work. It is imperative that you keep track of the dates the assignments are due.
  - b. **Weekly or bi weekly assignments.** All assignments will be submitted on time as designated on the course syllabus. There are seven assignments worth 20 points each. To earn full credit responses to all the items listed must be evidenced. All written assignments must be typed, double-spaced, 12 point font, well organized and reflect Standard English usage/mechanics. Your assignments should have your name at the top of the first page. Note: Any education major earning a grade LESS than C in an education course is required to repeat the course. These assignments require reading articles from texts or journals. They also require analysis and synthesis of information. Some assignments require use of library data bases to locate recent information.
  - c. **Discussion Board-** There are time when you are to post your thoughts on the discussion board and are asked to respond to two others of your classmates.

- d. **In –depth research paper. (Content Project for Licensure)** You are to complete a 10-12 page, in-depth, research paper on a topic related to factors affecting reading. This page number does not include the reference list. You are to use library data bases (No Googling) in order to locate reputable, scholarly journal articles. They must be dated within the last five-years. You will use APA style. The references librarians are wonderful, so please utilize their services. A rubric will be provided. All papers will be checked for plagiarism. So give credit and use citations. You must post this project to TaskStream for dual evaluation.
- e. **Web-2.0 presentation based upon research.** A problem based learning (PBL) approach will be used to present your research findings. You are to imagine that you are the U.S. Secretary of Education and your task is to present information on your topic to a group of educators and parents. For example, “Motivation is a factor that affects reading progress, but many of our students are not highly motivated. What does the research say about motivation and what are your suggestions?” Your presentation may take the form of a You Tube Video, a Photo-Story, or Narrated Power Point. More specifics will be given and a rubric will be provided.
- f. **Final Examination-** The final will cover the readings and discussions as outlined in the course.

**Evaluation Criteria**

a. **Grading Scale**

92-100= A.....	266-290 points
83-91 =B.....	240-265 points
73-82=C.....	211-239 points
64-72=D.....	185-210 points
Below 63= F	184 and below

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**

Readings and activities - 6x 20 points each.	120
Discussion Board Participation	20
In-depth research Paper	75
<b>Initial Posting to TaskStream by March 5</b>	
<b>Final Posting to TaskStream by April 5</b>	
Web-2.0 presentation (PBL) <i>Posted with the Paper</i>	25
Final Examination	50
<b>Total</b>	<b>290 points</b>

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

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 drop-box.

**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

Week 1	Course Introduction	Assignments on Blackboard
Week 2	Reading beliefs; How we learn to read National Reading Panel Study	Assignments on Blackboard
Week 3	Historical Perspective on Reading and Research Practice Use Library Data Base	Assignments on Blackboard
Week 4 & 5	Overview of Reading Theories Bottom-up versus Top-Down	Assignments on Blackboard
Week 6	Memory, Retention and Learning Rote, rehearsal, practice	Assignments on Blackboard
Week 7	Topics for research paper should be approved Role of Scaffolding in Teaching Reading	Assignments on Blackboard
Weeks 8, 9	Comprehension Processes	Assignments on Blackboard
Week 10	Motivation <b>First</b> posting of In-depth paper (Content Project) and presentation <b>March 5 –to TASKSTREAM</b>	Assignments on Blackboard <i>SOE EVIDENCE Rubric is provided under course information on Blackboard</i>
Weeks 11,12,13	Library Research & Presentation Mode	Assignments on Blackboard
Weeks 14, 15	<b>Final</b> Posting of In-depth Paper Week 14 Presentation Due (must be posted to taskstream also) Week 14 – <b>April 5- TO TASKSTREAM</b> Final Examination	Assignments on Blackboard <i>SOE EVIDENCE Rubric is provided under course information on Blackboard</i>

## X. Teaching Strategies :

Readings, discussion, projects, and reflections.

## XI. Bibliography

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Cooper, J. (2000). *Helping children construct meaning*. Boston, MA: Houghton-Mifflin Co.
- Kamil, M. L., Mosenthal, P.B., Pearson, P. D., Barr, R. (Eds.) (2000) *Handbook of reading research: Vol. II*. Mahwah, N. J.: Lawrence Erlbaum Associates
- Morrow, L. & Tracey D (2006) *Lenses on Reading: An Introduction to Theories and Models*. NY: Guilford Press.
- Robinson, R. D. (2005) *Readings in reading instruction: Its history, theory and development*. Boston, MA: Allyn and Bacon.
- Straw, S. & Bodgan, D. (1993). *Constructive reading: teaching beyond communication*. Portsmouth, NH: Heinemann.

### Journals:

- The Reading Teacher
- Language Arts
- Reading Research Quarterly (RRQ)
- Journal of Adolescent Literacy

**Professional Organizations:**

- International Reading Association (IRA)
- National Council of Teachers of English (NCTE)