



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

I. LOCATOR INFORMATION:

Semester: Spring	Year: 2012
READ 618: Reading the Learning Basis	
3 Semester Hours Credit	
Instructor's Name: Dr. Priscilla Manarino-Leggett	
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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.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 critically examines the research on learning to read and how the psychological, sociological, and linguistic factors affect the process. Particular emphasis is placed on applied research in the teaching of literacy.

Prerequisites: Bachelor's Degree in Elementary Education or related area, permission of the instructor and competencies in Foundations of Literacy.

III. COURSE TEXTBOOK:

Thompkins, Gail E. (2006) *Literacy for the 21st Century: A Balanced Approach*. Columbus, Ohio: Merrill/Prentice Hall. 4th Edition. (This text is required). You may acquire this text on line or from the FSU bookstore. Although 5th edition is available we are still using the 4th edition per bookstore rental policy.

Publication Manual of the American Psychological Association, Sixth Edition.

(Highly recommended for graduate students). This text is available in the bookstore; it will help you with the format for your required research paper. Some of you may already have this manual, others may choose to go on line and order it. There is also an APA site (OWL at Purdue), which contains many of the guidelines for writing a research paper using this style.

IV. 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. 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 or 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; (7) working with families and communities.

V. COURSE STANDARDS AND GOALS:

The overall goal of this course is to explore the educational and psychological studies on the reading learning process. There is particular emphasis on the application of research-based studies and their findings as it relates to reading instruction through an action research study.

NC Graduate Teaching Standards, NC Standards for Reading Teachers, SOE Conceptual Framework Themes & Departmental Goals			
NC Graduate Teaching Standards	NC Standards for Reading Teachers	SOE Conceptual Framework Themes	Assessment
Standard 1: Teacher Leadership		Theme 1: Caring, Theme 2: Communication & T Theme 7: Working with Families & Communities	
Demonstrate effective ongoing communication, collaboration and team-building among colleagues Facilitate mentoring and coaching with novice teachers Set goals and establish priorities while promoting educational initiatives that positively affect student learning Participate in professional learning communities		Theme 1: Caring Dispositions & Ethical Responsibility Theme 7: Working with Families & Communities Theme 2: Communication	Mid-Term Exam Final Examination Action research
Standard 2: Respectful Educational Environment	Standard 3: Understand and Apply Best Instructional Practices	Theme 3: Knowledgeable 5: Respect for Diversity and 7: Working with Families	
Facilitate the development of inviting, respectful, supportive inclusive and flexible communities Create collaborative partnerships with families, schools and communities to promote a positive	Provide evidence – based rationale for diagnostic instructional decisions Employ appropriate instructional grouping	Theme: 7 Working with Families Theme: 5 Respect for Diversity Theme 3: Knowledgeable & Reflective Educators	Action research

<p>school culture</p> <p>Facilitate and model caring and respectful treatment of individuals in the learning community</p> <p>Demonstrate knowledge & understanding of diverse world cultures and global issues</p> <p>Encourage high expectations for all learners</p> <p>Collaboratively design and implement instruction that is responsive to learner differences</p>	<p>options for reading</p> <p>Employ a variety of instructional practices, approaches, and methods to improve reading and writing</p> <p>Select a wide range of instructional materials</p>		
<p>Standard 3: Content & Curriculum Expertise</p>	<p>Standard 1: Knowledge of Foundations of Reading</p>	<p>Theme 3: Knowledgeable & Reflective Educators</p> <p>Theme 6: Technological Competence and Educational Applications</p>	
<p>Demonstrate in-depth knowledge of curriculum, instruction and assessment</p> <p>Model integration of 21st century content and skills into practices</p> <p>Develop relevant rigorous curriculum</p>	<p>Analyze foundational reading theories to inform instructional practices</p> <p>Use practices and materials grounded in reading research</p> <p>Use developmental aspects of oral language and its relationship to reading and writing when making instructional decisions</p> <p>Demonstrate how cultural and linguistic diversity impact literacy learning</p>	<p>Theme 3: Knowledgeable & Reflective Educators</p> <p>Theme 6: Technological Competence and Educational Applications</p>	<p>Action research</p> <p>Weekly web assignments</p> <p>Mid-Term Exam</p> <p>Final Exam</p>
<p>Standard 4: Student Learning</p>	<p>Standard 2: Use a Wide Range of Reading Assessments</p> <p>Standard 4: Create a Literate Environment</p>	<p>Theme 4: Research & Leadership</p>	

<p>Seek out and use existing research to inform school practices</p> <p>Design action research to investigate and improve student learning and practices</p> <p>Model technology integration that supports student learning</p> <p>Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent and substantiated within a theoretical and philosophical base</p>	<p>Use reading assessment results to determine appropriate instructional intervention</p> <p>Collaborate with other professionals and families to plan and implement reading instruction</p> <p>Develop appropriate reading strategies that respond to learner's interest, abilities and backgrounds</p> <p>Use technology to gather and implement reading planning and effective practices</p> <p>Demonstrate a broad knowledge of children's literature, including multicultural and informational texts.</p>	Theme 4: Research & Leadership	
Standard 5: Reflection		Theme 3: Knowledgeable & Reflective Educators	
<p>Promote an educational culture that values reflective practice</p> <p>Model the development of meaningful professional goals</p> <p>Model personal and professional reflection to extend student learning and school improvement</p>		Theme 3: Knowledgeable & Reflective Educators	Final Examination Weekly web assignments
Departmental Goal			
The candidate will design, implement and report a research project which integrates research with teaching and service			Action research project

VI. COURSE REQUIREMENTS:

1. Complete the weekly assignments posted on line and submit them through the assignment link in Blackboard.
2. Become thoroughly familiar with the companion web site, which accompanies the textbook.
3. Complete the mid-term and final examination (on-line in Blackboard).
4. Participate in the discussion room as required on the assignments.
5. Read and critically respond to professional articles as required in the assignments. Use the Library database and journal finder to locate recent articles. Follow APA style.

6. Complete a detailed action research paper on a topic or literacy issue.. **TOPICS MUST BE APPROVED BY THE INSTRUCTOR.** Paper follows APA style 6th edition. Reputable and recent journal articles, ERIC, education web sites, and books may be used as references. You should have a minimum of 10 good references relating to your topic. More direction will be given in the COURSE DOCUMENTS SECTION OF THE COURSE SITE. There is an example of a completed research paper as a link in the source documents section. Library work is required, so it is necessary to have information literacy skills.

VII. EVALUATION CRITERIA:

Your grade in this course will follow the University scale:

A= 92-100

B= 83-91

C= 73-82

F= 72 and below

Weekly Assignments -----50% of grade

(This also includes chat room and virtual chats as required)

Action Research Paper/Project---20% of grade

Mid-Term Exam-----15% of grade

Final Exam-----15% of grade

VII. TOPIC SCHEDULE:

(See Blackboard Assignments)

IX. TEACHING STRATEGIES:

Readings, discussions, weekly modules, action research study.

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

XI. REFERENCES:

Burns, P.C., Roe, B. & Smith, S.H. (2002). *Teaching reading in today's elementary schools.* New York, NY: Houghton Mifflin Books, Inc.

Cooper, D. (2000). *Helping children construct meaning*, 4th edition. New York, NY: Houghton Mifflin Book Company.

Fogarty, R. (2007) *Literacy matters: Strategies every teacher can use.* Thousand Oaks, CA: Corwin Press.

Graves, M., Juel, C. J. & Graves, B., (2001). *Teaching reading in the 21st century.* Boston, MA: Allyn and Bacon.

Gunning. T. G. (2008) *Creating literacy instruction for all students.* 6th Edition. New York: NY: Allyn & Bacon.

Irwin, J. (2009) . *Teaching reading comprehension processes.* New York, NY: Pearson.

