



**THE FLORIDA STATE UNIVERSITY**  
**COLLEGE OF COMMUNICATION & INFORMATION**  
*School of Library & Information Studies*

**LIS 5441 – LEADERSHIP IN READING (SECTION 0001) & RED 5337 – LITERATURE**  
**SECTION(S)**

**SUMMER 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION**

**MODE OF INSTRUCTION:**

**Instructor:**

**Email:**

**Office:**

**Phone:**

**Course Location/Website:**

**Office Hours (in office, online or via phone):**

**Teaching Assistant:**

**Email:**

**COURSE DESCRIPTION:**

This course focuses on the knowledge and skills necessary for informational professionals to provide collaborative leadership in reading across the k-12 spectrum. Special focus is placed on how reading for achievement, for enrichment, motivation, and assessment can be successfully reconciled as essential components of information literacy. Emphasis includes how information professionals can apply national policy, theory, and research to their leadership roles in reading. How information professionals meet the needs of individual learners/readers and of students from diverse cultural backgrounds are incorporated. This is one of 4 courses leading to an optional Leadership Certificate for school media specialist candidates

**COURSE OBJECTIVES:**

At the end of the course, the student will be able to:

1. Demonstrate the ability to provide collaborative leadership in reading across the k-12 spectrum.
2. Relate national reading policy, reading theory and research, past and present, to best practices in reading instruction and motivation.
3. Demonstrate the effective use of instructional strategies that synchronize and scaffold each of the major components of the reading process toward student mastery.
4. Identify and develop explicit, systematic instructional plans in collaboration with classroom teachers for scaffolding development of phonemic analysis, phonics, fluency, vocabulary and concept development, and comprehension skills and cognition.
5. Individualize reading strategies and motivations to specific learners and learning styles and to diverse cultural contexts.
6. Identify resources and research-based practices that create both language-rich and print rich environments, and that enhance appreciation of literature.
7. Demonstrate familiarity with major journals and sources of information, including technology, in the field of reading.
8. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

9. Demonstrate the ability to reflect analytically upon the teaching of reading and the learning of students and to document this reflection, describing effective instructional behaviors associated with reading.

## COURSE MATERIALS:

### REQUIRED:

- Robinson, Richard D. *Readings in Reading Instruction: Its History, Theory, and Development*. Pearson Education: 2005. ISBN 978-0205410583
- Readings as assigned and posted to the course site.

### RECOMMENDED FOR YOUR PERSONAL LIBRARY OR READING PLEASURE:

- Calkins, Ehrenworth, & Lehman. *Pathways to the Common Core: Accelerating Achievement*. Heinemann: 2012. ISBN 978-0325043555
- Alvermann, Gillis, & Phelps. *Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom*. Pearson Education: 2013. ISBN 978-0132685191
- Rosenfeld & Loertscher. *Toward a 21<sup>st</sup>-Century School Library Media Program*. Scarecrow Press: 2007. ISBN 978-0810860315

## COURSE ASSIGNMENTS AND EVALUATION:

- **Asynchronous Discussions Board Posts:** Students will post responses to discussion prompts and reply to classmates' posts on the Discussion Board in Blackboard.
- **Individual Presentation:** Students will identify sources of information from major journals in the field of reading and demonstrate familiarity by sharing information/leading class discussion in an individual presentation.
- **Small Group Presentations:** Students will present assigned topics in small groups during class.
- **Mini Literature/Resource Review:** Students will select a topic of interest in the field of reading and complete a review of the literature/resources.
- **Reflective Writings:** Students will complete two reflective writing assignments dealing with the course content.
- **Attendance:** Students are required to attend at least ten of the twelve synchronous class meetings.

## GRADE CALCULATION:

Based on 100 total points possible,

- **Asynchronous Discussion Board Posts:** 10 posts @ 1 point each = 10 points
- **Individual Presentation:** = 10 points
- **Small Group Presentations:** 10 @ 1 point each = 10 points
- **Mini Literature/Resource Review:** 30 points
- **Reflective Writings:** 2 @15 points each = 30 points
- **Attendance:** 10 @ 1 point each = 10 points

## PERCENTAGE BASED GRADING SCALE:

A	93 – 100%	B	83 – 86%
A-	90 – 92%	B-	80 – 82%
B+	87 – 89%	C+	77 – 79%

C 73 – 76%  
C- 70 – 72%  
D+ 67 – 69%

D 63 – 66%  
D- 60 – 62%  
F 0 – 59%

#### **COURSE SCHEDULE:**

<b>WEEK</b>	<b>TOPICS TO BE COVERED</b>
1	Course Introduction and Logistics
2	Reading Research & Legislation; Reading & Ethics
3	Reading & Motivation ( <b>Memorial Day/no synchronous class</b> )
4	Reading Assessment; Common Core
5	Phonemic Awareness & Phonics
6	Fluency and Vocabulary
7	Reading Comprehension
8	Information Literacy, New Literacies, and 21 <sup>st</sup> Century Learning
9	Culture, SES, & Reading; Community Collaboration
10	Content Area Reading; Teacher-Librarian Collaboration
11	Literature Appreciation
12	Final Project Sharing – Review of Literature

#### **COPYRIGHT STATEMENT:**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/)).

#### **SEXUAL HARRASSMENT POLICY:**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. [http://registrar.fsu.edu/bulletin/grad/info/university\\_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

#### **SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:**

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:  
<http://ischool.cci.fsu.edu/academics/online/requirements/>

#### **STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:**

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

**University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

**Americans With Disabilities Act:**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

**Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Syllabus Change Policy**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."