

**EDUC 610**  
**Reading and Writing Theory and Research**  
**Fall 2008**  
CRN 40495  
Monday 5:30-8:15, UH 237

Elizabeth Garza  
University Hall 210  
760/750-8530  
[egarza@csusm.edu](mailto:egarza@csusm.edu)

Office Hours:  
5:00-5:30 Mondays  
and by appointment

**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community October, 1997)

**California Commission on Teacher Credentialing Standards**

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading Certificate and Reading Specialist Credential (1998) as approved by the California Commission on Teacher Credentialing. These standards have been integrated thematically throughout the courses offered by the Literacy Program in the College of Education. Particularly, this course addresses the following standards: intervention strategies at early and intermediate levels (research-based intervention models); areas of study related to reading and language arts: certificate level; application of research-based and theoretical foundations; leadership skills and professional development; research methodology; areas of study related to reading and language arts: specialist level; analysis and application of research; and advanced professional perspective.

**Course Description**

This course focuses on the in-depth and critical examination of (1) reading and writing processes and their interrelationships; (2) linguistic, cognitive, developmental and socio-cultural aspects of literacy; (3) current reading and writing research; and (4) the implications of current research for classroom practice, curriculum development and assessment.

**Course Objectives**

- To gain a broad theoretical understanding of reading and writing development according to multiple perspectives.
- To examine research on reading and writing processes.
- To become familiar with and critically analyze research methodologies applied to research in reading and writing.

- To examine the implications of theories and research on reading and writing for classroom practice, curriculum development and assessment.
- To develop experience in writing a professional paper.

**Required Readings**

Cochran-Smith, M & Lytle S.L. (2009). *Inquiry as Stance: Practitioner Research for the Next Generation*. New York: Teachers College Press.  
 ISBN: 9780807749708

Additional Readings as Assigned (articles on course webct site)

**Grading**

A	100-93
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-80

**Overall Evaluation/Assessment Scoring Rubric**

**A=Exceeds Expectations:** The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B=Adequately Meets Expectations:** The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C=Minimal Performance:** The graduate student’s skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

## Course Assignments

Ten points will be deducted for each 24 hour period in which assignments are late.

ASSIGNMENT	POINTS
Attendance & Participation in Sessions	16
Research Analysis Paper	24
Connections to Practice (x5)	20
Facilitating Article Analysis Discussion	24
Practitioner Voice Piece & Reader's Theater Performance	16

### **1. Attendance & Participation in Sessions: (16 points)**

Students are expected to arrive on time and participate in each session. Important: Students cannot receive an "A" if they miss more than one class. Students cannot receive a "B" if they miss more than two classes.

Please note that in order to fully participate in class sessions, graduate students are expected to do required readings for each session prior to the class. For example, students will be expected to read the research article being discussed at a session prior to the class.

### **2. Research Analysis Paper (24 points)**

Read the article and complete the outline provided. The research analysis paper should be no more than four pages in length (Times New Roman, font 11, double spaced). A template and rubric are provided in the "Essentials" folder on webct. Students bring a hard copy draft of the paper to March 25 session and submit the completed paper to webct under "assignments" April 22.

#### *Article*

- Cite the article in APA format

#### *Research Problem*

- What are the research questions or what is the hypothesis being tested?

#### *Literature Review*

- List three key points from the literature review of research the author(s) provide that help the reader develop an understanding of what is already known in the field.

#### *Methodology*

##### *Research Design.*

- Describe the research design (qualitative or quantitative and why you think so).

##### *Procedure.*

- Describe the method(s) of data collection. Who were the subjects? How many were there? What data was collected from them? How was it collected?

##### *Data Analysis.*

- Describe the method(s) of data analysis (what the researcher did with the data).

##### *Findings and Conclusions*

- Summarize the outcomes of the research.

##### *Limitations*

- What are the limitations of this research?
- Can the outcome(s) be generalized or transferred to groups outside of this study?
- To what other populations can the results apply or not apply?

##### *Implications for Practice*

- Does the research have implications for your classroom? Why or why not?

### 3. Connections to Scholarly Practice

(20 points)

The purpose of this assignment is for graduate students to draw connections between key concepts from the readings and their development as scholarly practitioners. To complete this assignment, students first read the assigned reading for each on-line class session and then prepare a report, using the template (below).

Each report highlights four (4) key concepts from the readings. The graduate student takes the position of a scholarly practitioner and reports his/her connections to those key concepts. Making a connection typically involves describing the manner in which a key concept is demonstrated and/or experienced within the graduate student's own practice and scholarship as well as the relationship between the two.

Students post the "Connections to Scholarly Practice" report to webct under the "assignments" tab by the due date. Next, students bring the report to the associated class session, prepared to share their insights with others in a partner talk. After each talk, students will submit handwritten notes taken during the talk to the folder that the instructor will provide for each student.

In order to receive full credit for "Connections to Scholarly Practice" assignments, graduate students must submit BOTH the report (to webct) and their partner talk notes (to hardcopy folder).

Recreate the report template five times.

<b>Connections to Scholarly Practice Report Template</b>	
<b>Name:</b> <b>Date due:</b> <b>Title of the reading:</b>	
<b>Key concepts from the readings</b>	<b>My connection(s)</b>
<b>Discussion Notes</b>	

### 3. Facilitating Article Analysis Discussion (24 points)

Articles will be assigned as class readings for each face-to-face class session. All students are required to come to class prepared to discuss the articles. For this assignment, students in pairs will be assigned one of the articles. First, the pair will present a **short** overview (5 minutes) of the assigned article making sure to describe the research problem addressed by the article, theoretical framework and some key ideas from the literature review. Second, the pair then leads a **critical discussion** (30-40 minutes) of the article in both small group and whole group. This critical discussion of the article should be a conversation about the methodology & procedures, data analysis, findings of the article, and implications for practice. Facilitators prepare questions/activities that help their peers to engage in this critical discussion. At the end of the discussion, the facilitators will conclude by summarizing insights from the discussion and any final comments. This assignment should include:

- a. small and whole group activities
- b. the use of powerpoints
- c. a handout of key points of short overview
- d. a focus on analysis

Item	Point value
Overview and handout	6
Critical discussion activities focused on analysis of assigned article	10
Powerpoint	4
Closing summary	4

### 4: Practitioner Voice Piece & Reader's Theatre Performance (16 points)

Using the reader's theatre script in Part III of *Inquiry as Stance* as a model, students will collaboratively create and perform a reader's theatre that gives voice to each student as a developing scholarly practitioner. Each student will author a written piece to that invites the audience into the inquiries that they undertake in their practices and their theories of practice. The piece should grow out of practitioner inquiry and may take the form of classroom snapshots, vignettes from practice, journal entries, excerpts from interactions with students, reflections, commentaries, etc. Students are welcome to write a piece from the categories the model script: student portraits, questions, gender and race, portraits of teachers and pedagogy. However, new categories may also emerge.

Students submit their pieces to webct under the "assignments" tab and also post them on webct journal under "discussions". Taking excerpts from the pieces, students will collaborate to "braid [them] together into a collaborative performance" (Cochran-Smith & Lytle, 2009, p. 343). Finally, students will perform the reader's theatre.

---

#### All University Writing Requirement

Every course at the university must include the writing of at least 2500 words. Your notebook, in-class writing, and lesson plan will count towards this requirement.

---

#### CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

#### Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

#### Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang; often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?

- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

---

**Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

---

EDUC 610: Reading and Writing Theory and Research  
 crn: 22606  
 Spring 2010

University Hall 440  
 Thursdays 5:30-8:15

DATE	DUE	ASSIGNMENTS
January 21	Log onto WebCT and post an introduction	Introductions, Course Overview, Theory and Research
Jan 28		Introduction to Research Article Garza models analysis: articles by Lewis, Schwanenflugel
February 4	Due: Connections Report # 1	On-line <i>Inquiry as Stance</i> Part III pages 343-381
Feb 11		Connections talk Discussion: articles by Saddler, Godley
Feb 18	Due: Connections Report # 2	On-line <i>Inquiry as Stance</i> Ch 2
Feb 25		Connections talk Discussion: article by Mansell
March 4	Due: Connections Report # 3	On-line <i>Inquiry as Stance</i> Ch 5
Mar 11		Connections talk Discussion: articles Rogers
Mar 18	Due: Connections Report # 4	On-Line <i>Inquiry as Stance</i> Part II choice
Mar 25	Due: Hard copy <b>draft</b> of Research Analysis Paper	Connections talk # 4 Discussion of articles Radcliff
April 1	SPRING BREAK	
Apr 8	Due: Connections Report # 5	On-line <i>Inquiry as Stance</i> Part II choice
Apr 15	Due: Practitioner Voice Piece	On-line
Apr 22	Due: Research Analysis Papers	Connections talk # 5, Weaving Stories Bring to class hard copy of Practitioner Voice Piece
Apr 29	Due: Reader's Theatre Performance	
May 6	Debrief	