

EDUC 610
Reading and Writing Theory and Research
Fall 2002

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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 sociocultural 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 Texts and Readings:

American Psychological Association. (2002 Handbook of Reading Research). *Publication manual of the American Psychological Association* (5^h ed.). Washington, DC.

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press.

California Reading Initiative. (1999). *Read all about it!* California State Board of Education.

Dantas, M. & Powell, J. (2002). EDUC 610 Readings. Available at Copyserve.

Taylor, D. (1998). *Beginning to read and the spin doctors of science*. Urbana, Ill: National Council of Teachers of English.

* CopyServe is located in San Marcos at 745 Rancho Santa Fe Rd. Tel. (760) 599-9923

Course Assignments:

Attendance and Participation: (10 points)

Ten points will be deducted for each 24 hours period in which assignments are late. Students are expected to arrive on time and participate in each session. Important: You cannot receive an “A” if you miss more than two classes. You cannot receive a “B” if you miss more than three classes.

Leading a Reader Response Discussion (20 points)

In pairs, present two short overviews (15-20 minutes) of the readings for arranged class sessions and then lead a critical discussion (50-70 minutes) on those readings. The discussion may include small and/or whole group activities, the use of discussion questions prepared in advance, and the reaction papers.

Reaction Papers (2 points each)

Reaction papers are due the same day as their readings. Prepare a one page bulleted list of your opinions of the positive and negative aspects for each of the assigned readings. Remember that these are reaction/opinion statements, *not summaries*.

Beginning Research Project and Presentation (42 points) Due: 12/17

Based on your classroom/school experiences, course readings and puzzling questions, select a topic you would like to further investigate. Write a project draft including:

1. **Introduction.** A *brief introduction* of why you think this topic is relevant. That is, provide a brief rationale for the importance and need of investigating a specific issue (for example, improving comprehension by using literature circles in first grade). Use course readings and/or additional readings to support your rationale (minimum of 2 pages).
2. **Literature Review.** This is the *beginning of a literature review* of what is known about this topic (e.g., literature circles and primary classrooms) and how it has been studied (e.g., population, grade level, content area, etc.). Select a minimum of 10 references of relevant research – studies that support your view on this topic (and the theoretical framework guiding your study) as well as studies that bring a different perspective(s) – and provide a summary of their findings (minimum of 3 pages).
3. **Methodology.** Based on course readings, select a *research methodology* that can help you investigate this topic and answer your question(s). Include information on where/when/how you would collect the data – setting, participants, timeline and data collection procedures (minimum of 1 page).
4. **References.** List all references included in your project.

Prepare a **15 minute presentation** to be given to the class about your project outline. Include a one-page summary and reference page.

Important: Before you turn in your final paper, you must have the signatures of two classmates who have responded to and edited your work on the first draft. Use APA style for citations and references.

Grading:

Attendance & Participation
 Leading a Reader Response Discussion
 Reaction Papers
 Beginning Research Project and Presentation
 Total

Points:

10
 20
 28 (2 pts. each)
 42
 100

Due:

Sign up
 Each session
 Dec. 17

Grading Scale:	
93-100 = A	80-82= B-
90-92= A-	77-79 = C+
87-89 = B+	74-76= C
83-86 = B	70-72= C-

EDUC 610
Tentative Schedule

Date	Prof	Topic	Readings and Assignments
9/3	Dantas & Powell	Course Overview	
9/10	Powell	The Politics of Literacy : Opposing Viewpoints of Literacy	<i>Read all about it:</i> Stanovich (1999) and Responses. “Romance and reality”. pgs. 61-77 Taylor: Prologue – Chapter 3
9/17	Powell	The Politics of Literacy: One Study’s Influence	<i>Read all about it:</i> Foorman et.at. (1999). “The role of instruction in learning to read”. pgs. 207-227 Taylor: Chapters 4-6 and Appendix One
9/24	Powell	The Politics of Literacy: A Critical Look at Research	Taylor: Chapters 7-14
10/1	Powell	The Politics of Literacy: A Critical Look at Research	Taylor: Chapters 15-16
10/8	Dantas	Research on Home Literacy Experiences	Compton-Lilly, C. (2000). “Staying on children”: Challenging stereotypes about urban parents. <i>Language Arts</i> , 77 (5), 420-427. Heath, S. B. (1983). <i>Ways with words</i> (prologue & chap.8). Cambridge University Press.
10/15	Dantas	Emerging Literacy Knowledge	Ballenger: chapters 1-4 McMillon, G., & Edwards, P. (2000). Why does Joshua “hate” school ... but love Sunday school? <i>Language Arts</i> , 78 (2), 111-120.
10/22	Dantas	Research on Literacy Development	Ballenger: chapters 5-7 Clay, M. M. (1987). Learning to be learning disable. <i>New Zealand Journal of Educational Studies</i> , 22 (2), 155-173.

10/29	Dantas	Research on Literacy Development	Ballenger: chapter 8 Dyson, A. H. (1997). Children out of bounds: The power of case studies in expanding visions of literacy development. In J. Flood, S. B. Heath & D. Lapp (Eds.), <i>Handbook of Research on Teaching Literacy through the Communicative and Visual Arts</i> (pp.167-180). New York: Macmillan. Juel, C. (1999). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. In California Reading Initiative, <u>Real all about it!</u> (pp.131-146). California State Board of Education.
11/5	Powell	State Policies	McGill-Franzen (2000). "Policy and instruction". Handbook of Reading Research. pgs. 889-908
11/12	Powell	State Policies	Valencia & Wixson (2000). "Policy-oriented research". Handbook of Reading Research. pgs. 909-935
11/19	Powell	State Policies	Au (2000). A multicultural perspective on policies for improving literacy achievement". Handbook of Reading Research. pgs. 835-851
11/26	Dantas	Research on Literacy Assessment	Torgesen, J. (1999). Catch them before they fall. In California Reading Initiative, <u>Real all about it!</u> (pp.251-261). California State Board of Education. Taylor, D. (1993). Assessing the complexity of students' learning: A student advocacy model of instructional assessment. In D. Taylor, <i>From the child's point of view</i> (pp. 176-233). Heinemann.
12/3	Dantas	Research on Literacy Development and Diverse Students	Foorman et al. (1999). The case for early reading intervention. In California Reading Initiative, <u>Real all about it!</u> (pp.103-115). California State Board of Education. Lee, C. (2001). Is October Brown Chinese? A cultural modeling activity system for underachieving students. <i>American Educational Research Journal</i> , 38 (1), 97-141.
12/10	Dantas	Research on Literacy Development and Diverse Students	Finders, M. (1997). "When you're in junior high, everything's different." In M. Finders, <i>Just girls: Hidden literacies and life in junior high</i> (pp.6-30). Teacher College Press. Noll, E. (1998). Experiencing literacy in and out of school: Case studies of two American Indian Youths. <i>Journal of Literacy Research</i> , 30 (2), 205-232.
12/17	Dantas & Powell	Conclusions	Project Presentations Projects Due