

EDUC 610
Reading and Writing Theory and Research
Fall 2005
CRN 41198

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Office Hours:
Tuesday 4:00-5:30
and by appointment

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 Texts and Readings:

Garan, E. M., (2004). *In Defense of Our Children: When Politics, Profit and Education Collide*. Portsmouth, NH: Heinemann.

Journal articles as assigned.

Course Assignments:

1. Attendance and Participation:

50 points

Ten points will be deducted for each 24 hour 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.

2. Article Critiques

10 points each

For each article, write a reflection using the following headings:

Article

Cite the article in APA format.

Question

State the question and purpose of the paper.

Design

Explain the methodology used. Was it qualitative, quantitative, or mixed? Why do you think so?

Setting

Give the demographics of school district, the school, and the classroom as appropriate.

Participants

Give details about how the subjects were chosen, who they are. How many males, females? What ages, ethnicity and grades are the subjects? Give as much information as possible.

Materials

Describe all tests, books, or other materials used

Procedure

Give an overview of what the researcher did to collect data. Use headings such as Week One, Week Two to give a sense of a timeline if applicable

Analysis

Explain what the researcher did with the data.

Conclusion

What did the researcher(s) conclude?

Limitations

Discuss the limitations of the study including those of research design, number of subjects, etc. Do you agree with the researcher's conclusions? Is this a valid study? Why or why not?

2. Leading a Reader Response Discussion (100 points)

In pairs, present short overviews (10-15 minutes) of the readings for arranged class sessions and then lead a *critical* discussion (30-40 minutes) on those readings. *The discussion must include small and whole group activities, the use of handouts and overheads, and the reaction papers.*

	<i>Points</i>
Overview	10
Critical Discussion/Activity	60
Use of Reaction Papers	10
Overheads or Powerpoint and handouts	10
Closing/Summary/Conclusions	10

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 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.”

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.
