

CALIFORNIA STATE UNIVERSITY SAN MARCOS
School of Education
EDUC 610
Reading and Writing Theory and Research
Fall 2011, CRN 41853
Thursdays 5:30-8:15, UH 442

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Office Hours:
by appointment

School of Education Mission Statement

The mission of the School 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 SOE 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 School 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

James Hoffman & Yetta Goodman (2009) *Changing Literacies for Changing Times*
 Publisher: TAYLOR
 ISBN: 9780415995030 New Price: \$48.80 Used Price: \$37.60

Additional Readings as Assigned (articles on 610 cougar course site in moodle)

Grading

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

Course Assignments

Please note that 5 points will be deducted for each 24 hour period in which assignments are late.

ASSIGNMENT	POINTS
Attendance & online session activities	15
Research Analysis Paper	25
Connections to Practice Reports	20
Facilitating Article Analysis Discussion	25
Article Critiques	15

1. Attendance & online session activities:

Students are expected to arrive on time and participate in each face to face class session. Graduate students are expected to do the required readings prior to the associated class session and be prepared to engage in conversation and analysis during class. This section of 610 is a hybrid course. Several classes will meet online. Students are required to “attend” these online sessions by completing the online activities.

2. Research Analysis Paper

Graduates students read and analyze their assigned research article. Then, they write a paper which demonstrates their analysis of the article, using the guide (below) and the template to organize the content of the paper. A template and a rubric are available on the 610 Cougar Course. The completed paper should be submitted to the 610 Cougar Course on the due date.

Article	Correctly cites article using APA format
Research Problem	Accurately and completely identified research questions or hypotheses.
Literature Review	Accurately characterized what article states is known in the field and summarized three key points from the lit review with citations of the study used to make the points.
Methodology: Design, Data Collection & Data Analysis	Accurately identified the research methodology as qualitative, quantitative or mixed. Fully described the design, and the methods of data collection and data analysis. Made sure to answer these questions: Who were the subjects? How many were there? What data was collected from them? How was it collected? What did the researcher do with the data?
Findings	Accurately summarized all of the outcomes of the study.
Limitations	Accurately described all of the limitations of the study. Made sure to answer these questions: 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	Thoroughly described reasonable implications of the study for educational practice.
References	Cite references in APA format
Reflections	Insights on analytical process and on literacy research

3. Connections to Scholarly Practice Reports

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 chapter from the course text (Hoffman & Goodman)**, then prepare a report, using the template (below) and, finally, share their report with a partner during the associated face-to-face class session.

Each report highlights three (3) 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 610 cougar course. In addition, students bring the report to the associated class session, prepared to share their insights with others in a partner talk.

Connections to Scholarly Practice Report Template	
Name:	
Title of the reading:	
Key concepts from the readings	My connection(s)
Partner Talk Notes	

3. Facilitating Article Analysis Discussion

Articles will be assigned as class readings and graduate students come to class prepared to discuss the articles. Student pairs will be assigned to facilitate one of the discussions to analyze a specific article. Facilitating the discussion should include:

- a. small and whole group activities
- b. the use of a power point
- c. a handout of key points related to the short overview

Short Overview: First, the pair will prepare a handout and present a short overview (approx. 5 minutes) of the article, making sure to highlight the research problem addressed by the article, as well as the theoretical framework and key ideas from the literature review.

Critical Discussion: Second, the pair then leads a ***critical discussion*** (approx. 30 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 that help their peers to engage in this critical discussion. Facilitators can briefly summarize the results of their own analysis but only *after* they have facilitated the critical discussion.

Summary: Finally, at the end of the discussion, the facilitators conclude by summarizing insights from the discussion and making any final comments.

Item	Point value
Overview and handout	5
Critical discussion activities focused on analysis of assigned article	7
Powerpoint	5
Closing summary	3

4: Article Critiques

Graduate students will read research articles in preparation for class sessions. The purpose of this assignment is to give graduate students the opportunity to record their initial responses and analyses of the article. Graduate students complete an Article Critique form for each assigned article and bring a digital or hard copy to use during the facilitated article analysis discussion during the class session. Article Critiques should be submitted in the 610 cougar course.

Article Critique Form

My initial reactions and responses to the ideas and perspective in the article	
I think the main question or problem is...	I think that the main conclusion is...
I think that the methodology was: <input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative <input type="checkbox"/> Mixed	
One question I still have is.... or One idea I want to understand better is...	

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

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, Cougar courses, 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?
- 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 4300, 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.

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Fall 2011

The instructor reserves the right to make adjustments as necessary to the course syllabus.

DATE	ASSIGNMENTS	TOPICS
Sept 1	Log onto cougar course & send email to instructor	Course overview & intro to 610 cougar course PP "Overview of Rsrch" Assignment description: connections reports Preview of article by Walker
SEPT 8	Connections Report # 1 In class: article critique	Introduction to reading & analyzing research Assignment description: article critiques Readings: H&G: ch 3 (for report #1) Article: Walker
SEPT 15	Connections Report # 2 Article Critique Critical Discussion facilitated by instructor	Assignment description: facilitating a critical discussion Readings: H&G: ch1 (for report # 2) Article: Lewis
SEPT 22 ONLINE SESSION	Online activities	Readings: H&G: ch 4 (for report # 3)
SEPT 29	Connections Report # 3 Article Critiques Critical Discussions	Assignment description: research analysis paper Readings: Articles: Rowe & Saddler
OCT 6 ONLINE SESSION	Online activities	Readings: H&G: ch 6 (for report # 4)
OCT 13	Connections Report # 4 Article Critiques Critical Discussions	Readings: Articles: Maloch & Radcliffe
OCT 20	Connections Report # 5	Teacher inquiry & Practitioner research Readings: H&G: ch 10 (for report # 5)
OCT 27 ONLINE SESSION	Online session activities	Readings: H&G choice: ch 9 or 11 or 12 (for report # 6)
NOV 3	Connections Report # 6 Article Critiques Critical Discussions	Readings: Articles: Rogers & White
NOV 10	Article Critique Critical Discussion	Teacher inquiry & Practitioner research Readings: Article: Denton
NOV 17 ONLINE SESSION	Online activities	Readings: H&G: ch 17 (for report # 7)
NOV 24	Thanksgiving Break	Campus Closed
DEC 1	Connections Report # 7	Analysis paper workshop Readings: Articles: article used for analysis paper
DEC 6	Research Analysis Papers	