

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

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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

As assigned.

Course Assignments

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

1. Attendance and Participation: (100 points)

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

2. Research Analysis (60 points each x 14 = 840 points)

Read the article and complete the outline provided (a template you can save to your hard drive is in this folder). Your Research Analysis should be no more than four pages in length (double spaced). A template and rubric are provided in the Research Analysis folder on WebCT.

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?
-

2. Discussion Board Postings (30 points each x 6 = 180 points)

On the weeks that we don't have "live" class, you will be assigned readings that you will post three responses to on the Discussion Board in WebCT.

What are the recommended and expected deadline due dates?

All three postings (an initial posting and two peer responses) are due by the dates listed; however please make your initial posting early in the week so that your peers will have a posting on which they can respond.

What does a "quality" discussion post look like?

You will be graded on the quality of your initial discussion board post and your responses to classmates (a total of 30 points).

EACH post includes:

- Discussion that relates to some aspect of the readings (initial posting) or response to your peer's posting that you can relate to other readings and/or your personal experience in (5 points)
- One or more critical thinking questions or thoughts to stimulate interaction (2 points)
- Postings contain outside research, for example, web links, articles, references to text, etc. (2 points)
- Proper mechanics are used (1 point)

	Initial Posting	First Response	Second Response
Relates to Reading/Peer Posting	5	5	5
Critical Thinking Question	2	2	2
Outside Research	2	2	2
Mechanics	1	1	1

3. Leading a Reader Response Discussion (100 points)

In pairs, present **short** overviews (5 minutes) of the readings for arranged class sessions and then lead a **critical discussion** (30-40 minutes) on those readings. *The discussion must include:*

- a. small and whole group activities,
- b. the use of Powerpoints and handouts, and the
- c. reaction papers.

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

Grading

Attendance and Participation:	(100 points)
Research Analysis	(840 points)
Discussion Board Postings	(180 points)
Leading a Reader Response Discussion	(100 points)
Total	1220 Points

Final grades are a percentage of points:

100-91	A	1220-1110 points
90-81	B	1109-988 points
80-71	C	987- 866 points

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.

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.

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DATE	TOPIC	DUE		
AUG 25	Introductions, Course Overview, Language Acquisition Theories			
SEPT 1	Labor Day	NO CLASS – Log onto WebCT and post an introduction.		
SEPT 8	Social Aspects of Literacy	Research Article Analysis: Rowe, Lewis		
SEPT 15	Politics of Literacy	NO CLASS - Web CT Discussion on Krashen Article and IRA Reading First Position Paper		
SEPT 22	Early Reading	Research Article Analysis: Mansell, McIntyre		
SEPT 29	Elementary Reading	NO CLASS - WebCT Discussion on IRA Phonics and Phonemic Awareness Position Papers		
OCT 6	Elementary Reading	Research Article Analysis: Schwaneflugel, White		
OCT 13	Adolescent Literacy	NO CLASS - WebCT Discussion on IRA Adolescent Literacy and Supporting Adolescents Position Papers		
OCT 20	Secondary Reading	Research Article Analysis: Radcliff, Maloch		
OCT 27	Writing	NO CLASS - WebCT Discussion on Writing		
NOV 3	Writing	Research Article Analysis: Sadler, Godley		
NOV 10	Bilingual Education	NO CLASS - WebCT Discussion on IRA Second Language Position Paper		
NOV 17	Bilingual Education	Research Article Analysis: Denton, Rance-Roney		
NOV 24	Functional Literacy	NO CLASS - WebCT Discussion on Adult and Functional Literacy		
DEC 1	Functional Literacy	Research Article Analysis: Altman, Rogers		