



RDG 692/EDCI 690: Learning to Read COURSE SYLLABUS: SPRING 2013

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COURSE INFORMATION

Class Meetings:

Jan 14	Monday	4:30 PM – 10:00 PM
Feb 04	Monday	4:30 PM – 10:00 PM
Feb 18	Monday	4:30 PM – 10:00 PM
Mar 04	Monday	4:30 PM – 10:00 PM
Mar 25	Monday	4:30 PM – 10:00 PM
Apr 08	Monday	4:30 PM – 10:00 PM
Apr 22	Monday	4:30 PM – 10:00 PM
May 06	Monday	4:30 PM – 10:00 PM

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. Mary Jo Fresch (2008) *An Essential History of Current Reading Practices*, International Reading Association, Newark, DE. (ISBN - 978-0-87207-618-1).
(Available through Amazon.com and Barnes & Noble)
2. Stephen B. Kucer (2009) *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings* (3rd Edition), Taylor & Francis, New York, NY. (ISBN - 978-0-415-99787-4)

Recommended Texts:

Kamil, Michael, and et al (2000) *Handbook of Reading Research, Volume III*, Lawrence Erlbaum Associates, Mahwah, New Jersey.

Doughty, Catherine & Long, Micheal (2005) *The Handbook of Second Language Acquisition*, Blackwell Publishers.

Neuman, Susan and Dickerson, David (2011) *Handbook of Early Literacy Research* Guilford Press, New York.

Prerequisite:

Doctoral level standing or consent of instructor

Multiple individualized reading and writing assignments will be required of all class participants.

Course Description:

This course is designed to critically examine early literacy research from historical and contemporaries perspectives. Historical and Contemporaries Perspectives are considered in terms of theoretical framework, research methods, and implementation for curriculum and assessment. This course is framed around the question, "What early literacy research has made a difference?" Students will examine classic research to determine the conceptual perspective, the mode of inquiry, and the influence on practice.

Student Learning Outcomes:

1. The student will understand how literacy research has influenced primary classroom practice.
2. The student will become familiar with classic and contemporary research that has influenced beginning reading.
3. The student will examine the link between language development and reading acquisition.
4. The student will examine major theories and approaches to Beginning Reading Instruction.
5. The student will become familiar with the critical factors that influence and contribute to children's acquisition of reading and writing development.
6. The student will become familiar with ways to assess and monitor the literacy development of young children.

COURSE REQUIREMENTS

1. **Attend every class and be prepared to discuss, question, analyze, critique, and debate** assigned readings, special topic readings, and other class assignments. Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance to class, coming to class prepared by having read the assigned readings; formulating questions for class discussion; active participation during in-class activities and discussions; and displaying professional conduct during class.
2. **Reflective Responses and Leading of Discussions of Assigned and Selected Readings.** Much of our class interaction will center on your responses to the professional readings. It is vital that each of you come to class having read and responded to the assigned and selected readings. These responses will take a variety of forms. **Note.** As you respond to the readings, make connections across readings (those of this course and of other courses). Raise questions and challenge the author, attempting to answer many of

your questions and supporting your challenges with evidence. Synthesize and analyze rather than simply summarize.

3. Presentation:

Become a **special topic expert and presenter**. Prepare a power point presentation on a Literacy topic that actively involves your audience and incorporates theoretically sound learning principles based on contemporary or historical research. Topics should be selected from the following: **Language and its prominence in reading, the importance of the early years, the importance of the instructional method, the structural nature of story grammar, Early intervention, struggling readers, comprehension research, current perspectives on Beginning Reading, Historical look at Beginning Reading, and Home Influences on Reading**. Leaders of special topic presentations should begin by showing their passion or interest in this topic. Additionally, presenters should share their perspectives on the historical underpinnings or foundational research on this topic. Also, presenters should discuss the social/political influences that might have affected this topic. Presenters should try to help the audience to understand the gaps in the literature on this topic and suggest future research needs on this topic. Finally, presenters should provide essential readings of research on this topic. Students will be provided with 30-45 minutes to share information on their special topics

Historical & Contemporary Literacy Research Topics and Selected Readings:

1. Language and its Prominence in reading Instruction

Read: Goodman, "Reading: A Psycholinguistic guessing game and other prominent studies on this topic"

Read: Gordon Wells, "The Meaning Makers: Children learning language and using it to learn"

Read: Situated Language and Learning – GEE.

Read: Courtney Cazden Classroom Discourse: The Language of Teaching & Learning.

2. The Importance of the Early Years

Read: Durkin, "Children Who Read Early".

Read: Don Holdaway, "The Foundations of Literacy".

Read: The Roots of Literacy - Yetta Goodman - ED214142

Read: Charles (1971) Preschool Children's Knowledge of English Phonology, Harvard Educational Review, Volume. 41, P. 1-34.

Read: Ferrerio, E. & Teberosky, A. (1982) Literacy Before Schooling Portsmouth, NH, Heinemann

Read: Teale, W. & Sulzby, E. (1986) Emergent literacy: Writing and Reading, Norwood, NJ, Ablex Publishing.

3. The Importance of the Instructional Method

Read: Bond & Dykstra, "First Grade Studies", the study is available on the International Reading Association Webpage.

Read: S. Jay Samuels, "What Research Says About Fluency?" IRA, Publication.

Read: Chall, "Reading: The Great Debate".

Read: Timothy V. Rasinski, "The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension.

Read: Timothy v. Rasinski, "The Fluent Reader(2nd Edition): Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension.

Read: Timothy V. Rasinski, Gay Fawcett, Kristin Lems, Robert Ackland, "The Fluent Reader in Action, A Rich Collection of Research-Based, Classroom-Tested

Lessons and Strategies for Improving Fluency and Comprehension.

4. The Structural Nature of Narrative Text

Read: Stein and Glenn, "An Analysis of Story Comprehension in Elementary School Children"

J.M. Mandler: On the Psychological Reality of Story Structure.

Read: Arthur Applebee – The Child Concept of Story: Ages two to seven.

Read: Pellegrini, A, & Galda, L (1982) The Effects of Thematic – Fantasy Play Training on The Development of Children's Story Comprehension.

5. Early Intervention

Read: Clay, "The Early Detection of Reading Difficulties"

Read: Catherine Snow, "Preventing Reading Difficulties"

Read: Reading: The Patterning of Complex Behavior, Marie Clay.

6. Struggling Readers

Read: Allington & Johnston, "Characteristics of Exemplary 4th Grade Instruction"

Read: Allington & Cunningham, PM (2007) "Schools That Work: Where Children Read and Write", (3rd Edition) New York: Long ham

7. Comprehension Research

Read: Durkin, "What Classroom Observations Reveal about reading Comprehension Instruction"

Read: Nell Duke & S. Zimmerman (Mosaic of Thought) 1997.

8. Current Perspectives on Beginning Reading

Read: Marilyn Adams, "Beginning to Read Thinking and Learning About print"

Read: National Reading Report

Read: Early Reading First

Read: Michael Presley – Effective Beginning Reading Instruction.

9. An Historical Look at Beginning Reading

Read: Morphett & Washburne, "When Should Children Begin To Read".

Read: Nila Blanton Smith, "American Reading Instruction".

Read: Mary Jo Fresch, "An Essential History of Current Reading Practices" International Reading Association.

10. Home Influences on Reading & Writing

Read: Denny Taylor, "Family Literacy: Young Children Learning to Read and Write"

Read: Denny Taylor & Dorsey Gaines, "Growing Up Literate: Learning from Inner City Families"

Read: Shinley Brice Heath, "What No Bedtime Story Means: Narrative Studies at Home and School"

Read: "Ways With Words: Language Life and Work in Communities and Schools"

Read: Hart & Risley (1995) Meaningful Differences in the Everyday Experiences of Young American Children.

11. Impact of Emerging Technologies on Young Children. What are the Implication for Teaching and Learning?:

Read: Failure to connect: How Computers affect our Children's Minds: And What we do About it – Jane Healey.

Read: The Flickering Mind: Saving Education From the False promise of Technology.

Read: What Video Games have to teach us About Learning and Literacy? James Paul Gee.

Read: Children in a Digital Age: The Role of Entertainment Technologies in Children's Development.

Read: In Minds of Babes: How Screen Time Affects Children Birth to Age Five. – Lisa Guernsey.

Read: Children's Learning from Educational Television. – Steven Fisch.

12. English Language Learners:

- Garcia, Eugene, & Frede, Ellen, "Young English Language Learners, Teachers College Press, 2010, New York .
- Guadalupe V, Capitelli, S, Alvarez, L, " Latino Children Learning English: Steps in the Journey," Teachers College Press, 2010, New York.
- Garcia, O, & Kleifgen, Jo Anne, " Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners, 2010, Teachers College Press, New York.
- Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice. – Linda Espinosa
- Developing Literacy in Second – Language Learners: Report of the National Literacy Panel on Language – Minority Children & Youth – Diane August & Timothy Shanahan.
- Educating English Language Learners: A Synthesis of Research Evidence – Kathryn Lindholm Leary & Fred Genesee.
- One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language – Patton O. Tabors.
- Eugene E. Garcia, Ellen C. Frede,(2010), "Young English Language Learners: Current Research and Emerging Directions for Practice and Policy", Teacher's College Press, New York.

4. **Classic Research Log:**

Students will complete a **classic research log** containing **classic** and contemporary publications that have influenced classroom practice and the development of policies and programs in education. Must have a minimum of 20 citations. (30 pts)

5. **Doctoral Exam Questions:**

Each Student will provide a written response to **2 (two) doctoral level qualifying examination** questions and submit to the instructor for review and feedback.(100 pts)

6. **Eminent Scholar Presentation:**

Each student will select major publications and research by an eminent scholar in the area of beginning reading. The students will compile a PowerPoint presentation that reflects the major accomplishments of this scholar to the field of literacy. Additional information regarding specific requirements will be provided by the Instructor at a later date.

7. **Chapter Presentation:**

You will have the opportunity to lead a discussion of Key Ideas from chapters in the textbooks. Each student will select chapters from the textbooks and develop a 2-3 page (PowerPoint presentation) and summary of the key ideas. The student will provide copies of the (power point) handout for each class members, during their presentation.

Students are strongly encouraged to actively engage class members in their presentation.

Guidelines for Chapter Presentations

1. Please remember to bring copies of your handout materials during the Chapter Presentation.
2. If you choose to use the PowerPoint projector, please arrive early and check to see if you are able to open your file
3. Please plan to share the key ideas orally, but do not read the information, but, discuss with the class.
4. Try to keep within your 20 – 30 minutes time period. However, if you have to extend the time period, we have some additional time that must be used strategically.
5. Finally, please actively engage the class in understanding the key ideas within the chapter.

Grading:

Presentation on Special Topic	-	100 pts
Doctoral Exam Questions (2 @ 50)	-	100 pts
Classic Research Log	-	30 pts
Class Participation	-	10 pts
Chapter Presentations	-	60 pts
Eminent Scholar Presentation	-	100 pts
Total	-	400 pts

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to research topics.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with

you, if needed. Also, I will post readings on my website for individual assignments. Students will be provided information to access documents on the website.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 04:30 PM until 10:00 PM on alternate Mondays unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Websites for Beginning Reading:

1. <http://www.readingrockets.org/research/sources>
2. www.fcrr.org
3. http://www.ldaamerica.org/aboutld/teachers/teaching_reading/reading_methods.asp
4. <http://www.readingrockets.org/>

References

National Reading Panel. Report of the National Reading Panel: Teaching Children to Read: *An Evidence-Based assessment of the scientific Research Literacy on Reading and its implications for Reading Instruction*. Washington, D.C: National Institute of Child Health and Human Development/National Institute for literacy, 2000.

Adams, M. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge: MA: MIT Press

Allington Richard L. & Cunningham Patricia M. (2006). *Schools That Work: Where All Children Read and Write*. 3rd Edition. Long ham, New York, NY

Baghban, M. J. M. (1984). *Our daughter learns to read and write: A case study from birth to three*. Newark, Del.: International Reading Association.

Bond, G. Lenda & Dykstra, R. (1967). *The cooperative research program in first-grade reading instruction*. Reading Research Quarterly, Volume 2, 5 Through 142.

Cazden Courtney B. (2001). *Classroom Discourse: The Language of Teaching & Learning*. Teachers College Press, New York, NY.

Chall, J. (1967). *Learning to Read: The Great Debate*. New York, NY: McGraw Hill.

Charles Read. (1971). *Preschool Children's Knowledge of English Phonology*, Harvard Educational Review, Volume. 41, P. 1 – 34.

- Clark, M. M. (1984). *Literacy at home and at school: Insights from a study of young fluent readers*. In *Awakening to literacy*. Edited by H. Goelman, A. Oberg, and F. Smith. Exeter, N.H.: Heinemann Educational Pub.
- Clay, M. (1979). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1979). *Reading: The patterning of complex behavior*. 3d ed. Auckland, New Zealand: Heinemann Educational Bks.
- Calvert Sandra L., Jordan Amy B., Cocking Rodney R. (2002) *Children in a Digital Age: The Role of Entertainment Technologies in Children's Development*. Praeger Publishers, CA.
- Diane August, & Timothy Shanahan. (2006) *Developing Literacy in Second – Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates, PA.
- Durkin, D. (1966). *Children who Read Early*. New York: Teachers College Press
- Durkin, D. (1978-79). *What classroom observations reveal about reading comprehension instruction*. *Reading Research Quarterly*, 41, 481-533.
- Emilia Ferreiro & Ana Teberosky, (1982). *Literacy Before Schooling*. Heinemann Educational Books Inc., Portsmouth, NH.
- Espinosa Linda M.(2010). *Getting it Right for Young Children from Diverse Backgrounds, Applying Research to Improve Practice*, Pearson Education, Upper Saddle River, New Jersey.
- Fisch Shalom M. (2004). *Children's Learning from Educational Television*. Lawrence Erlbaum Associates, PA.
- Goodman, K. (1967). *Reading: A psycholinguistic guessing game*. In H. Singer & R. Ruddell (Eds.), *Theoretical models and processes of reading (2 ed.)*. Newark, DE: International Reading Association.
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- Hart Betty & Risley Tood R. (1995). *Meaningful Differences in the Everyday Experiences of Young American Children*. Paul H. Brooks Publishing. Baltimore, Maryland.
- Healy Jane M. (1998). *Failure to Connect: How Computers Affect our Children's Minds: And what we can do about it*. Simon & Schuster Inc. New York, NY.
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- J.M. Mandler,(1987). *On the Psychological Reality of Story Structure* - EJ352167
- James Paul Gee, (2003). *What Video Games have to teach us About Learning & Literacy?* Palgrave Macmillan, New York, NY.
- James Paul Gee, (2004). *Situated Language Learning*. Routledge Press, New York, NY
- Kathryn Lindholm-Leary & Fred Genesee, (2006). *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge University Press, New York, NY.
- Marie Clay, *The patterning of Complex Behavior* - ED166654
- Michael Presley, (2002). *Effective Beginning Reading Instruction*. - EJ672861
- Morphett, M. V., & C. Washburne. (1931). *When should children begin to read?* Elementary School Journal 31: 496–508.
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- Pellegrini A. & Galda, L(1982). *The Effects of Thematic – Fantasy Play Training on the Development of Children’s Story Comprehension*. - ED213503
- Richard L. Allington & Peter H. Johnston. *Characteristics of Exemplary 4th Grade Instruction. What do we know about effective Fourth-Grade Teachers and Their Classrooms?* The National Research center on English Learning & Achievement. Albany, NY.
- S. Jay Samuels & Alan E. Farstrup, (2006). *What Research Has to Say About Fluency Instruction*. - IRA Publications, International Reading Association Website.
- Snow Catherine E. & Susan Burns M. *Preventing Reading Difficulties*. National Academy Press. USA.
- Stanovich, K. E. (1986). *Matthew effects in reading: Some consequences of individual differences in the acquisition of reading*. Reading Research Quarterly 21: 360–407.
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- Taylor, D. (1983). *Family literacy: Young children learning to read and write*. Portsmouth, N.H.: Heinemann.
- Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, N.H.: Heinemann.

Teale William H. & Sulzby Elizabeth, (1986). *Emergent Literacy: Writing and Reading*. Ablex Publishing, Westport, CT.

Timothy V. Rasinski, (2003). *The Fluent Reader*. Harper Collins Publishers, New York, NY.

Timothy V. Rasinski, (2005). *Fluency Instruction: Research Based – Best Practices*. The Guilford Press, New York, NY.

Todd Oppenheimer, (2004). *The Flickering Mind: Saving Education from the false promise of Technology*. Random House Published, New York, NY.

Vgotsky, L. S. (1962). *Thought and language*. Cambridge, Mass.: MIT Pr.

Wells, G. (1986). *The meaning makers: Children learning language and using language to learn*. Portsmouth, N.H.: Heinemann.

Yetta Goodman, *The roots of literacy* - ED214142

COURSE OUTLINE / CALENDAR

A topical course schedule will be developed collaboratively in class during our first meeting.