

**University of Massachusetts Lowell**

**Graduate School of Education**

**Fall 2008 Syllabus**

**06.678 HIS TORY, RESEARCH & CONTEMPORARY ISSUES IN READING  
INSTRUCTION**

**Conceptual Framework**

*The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The central tenets of our conceptual framework are excellence, equity, inquiry and collaboration.*

*The GSE's commitment to Education for Transformation produces graduates who:*

- *Demonstrate excellent knowledge, judgment and skills in their professional fields;*
- *Promote equity of educational opportunity for all learners;*
- *Collaborate with other educators, parents and community representatives to support educational excellence;*
- *Use inquiry and research to address educational challenges.*

In this course, students are expected to demonstrate these qualities by reviewing research from past years to gain perspectives on how the field has changed and. Such knowledge will provide students with theoretical and pedagogical knowledge and skills to meet the needs of all students in the changing US classrooms, and to adopt appropriate dispositions towards working with diverse student populations.

**INSTRUCTOR INFORMATION:**

**ELIZABETH BIFUH-AMBE, PH.D, ASSISTANT PROFESSOR.**

**Office Location, Telephone Number and Electronic Address**

**Office:** 515 O'Leary Library. Phone: (978) 934 4606 or (601) 310 5291 (cell)

**Email:** [Elizabeth\\_Ambe@uml.edu](mailto:Elizabeth_Ambe@uml.edu)

**Class Meeting:** Wednesday: 4:00 p.m. – 6:30 p.m.

**Office Hours:** Tuesday, 1:00-3:30 p.m.

Wednesday, 2:00 -3:30 p.m. and by appointment

## Purposes

Students will trace the history of reading instruction in the United States from *The New England Primer* in the 1600s to the present with special attention to the ways in which those milestones may have impacted reading instruction today. Each of the key philosophical orientations to reading instruction will be explored from the point of view of the research that informs that instruction. Contemporary issues in reading instruction will be examined with ties to both the research and the history. Contemporary issues will be drawn from, but not limited to, political, and social pressures, curriculum design, instructional materials, and instructional design.

## Outcomes

During this course we will all

1. develop an understanding of the sources, traditions, trends, and developments in reading instruction,
2. become aware of major contemporary issues in reading education,
3. become familiar with key publications and works in the field of reading,
4. be able to apply such understandings to critical analyses of reading research,
5. develop habits of scholarly inquiry and writing, and
6. begin to formulate possible research plans in reading education.

## Course Requirements

1. **Key Understandings/ Discussion Questions:** Each week students will write 5-10 key understandings from assigned chapters of text, readings provided by instructor, or selected by students. Each key understanding should be stated in no more than three sentences. Students will also write two questions for each reading selection. Discussion questions must be informed, insightful, and capable of generating interactive discussions that examine a variety of positions in literacy learning, and should be well written.
2. **Research Paper:** Identify a topic, write a literature review that provides a critical analysis of empirical research related to that topic, make recommendations for practitioners based on your review, and identify directions for future research. Articles for literature review should be those that use some kind of experimental research. The instructor must approve your topic. **October 29<sup>th</sup>**
3. **Research Proposal:** Write a research proposal that is based on the directions for future research you identified in your research paper. **Due November 26<sup>th</sup>.**
4. **Contemporary Issue Paper and Presentation:** You will select a contemporary issue in Reading. ( See Reading Today “What s Hot, What s Not ). You will read a minimum of ten different selections on this topic and present your findings in an annotated bibliography which contains the following sections. Statement of the Issue; Annotation of the Literature Reviewed; Conclusions, Connections to History- Connections to Research (past or future), and Implications for Curriculum.
5. **Decade x 2 Project:** Each student will select one pair of decades beginning in 1900 (so, 1900 – 1920; 1920 – 1940; 1940 – 1960; 1960 – 1980; 1980 – 2006). You will conduct a review of the history of reading education in that period. What were the major issues, the curriculum thrusts, the approaches? What ties can you see to the past? What became

groundwork for the future? Present your findings by PowerPoint to the class.

### **Required Text:**

Smith, N. B. (2002). *American reading instruction*. Newark, DE. International Reading Association.

Fresch, M. J (Ed). (2008). *An Essential history of current reading practices*. Newark, D. E.

International Reading Association

Robinson, R. (Ed). (2006 ). *Issues and Innovations in Literacy Education*. Newark, D. E.

International Reading Association.

### **Recommended Readings:**

Robinson, R. D, McKenna M. C., Wedman, J. M (2004) *Issues and trends in literacy education*.

(3<sup>rd</sup> ed.) Pearson Education.

Ruddell, R. B., Unrau, N. J. (2|04). *Theoretical models and processes of reading*.

Newark, DE: International Reading Association

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*.

Cambridge, MA: The MIT Press.

### **Course Policies:**

- **Class Attendance and Participation:** Scheduled class sessions are considered to be an integral part of the course, therefore attendance is expected at **all** classes. Remember that because this class only meets once a week, if you miss one class you have missed a week of classes (more than 3 hours). Excused absences for family deaths, illness confirmed by medical personnel, or university service confirmed by university officials are sometimes unavoidable, but please try to have no more than one of these during the semester. Professional ethics require that you inform the instructor if you must miss class. If you miss more than 3 hours of class, you will not have been involved in sufficient class discussions about ideas, concepts and attitudes to meet the requirements of this course. Therefore, **after each class missed, on the 2<sup>nd</sup> absence, your end of the semester grade will be lowered by one letter grade**. On-time attendance is a requisite of professional behavior. Students must be on time, stay for the entire class session, and participate actively in class discussion and other activities.

**Two tardiest are equivalent to one absence.** You are considered tardy once roll call has begun. Records of attendance and participation will be maintained.

- **Assignments** are to be completed and handed in on due dates. Assignments should be read prior to the scheduled class date. In class we apply the information. Late assignments will be read and returned without instructor comment. Due to sickness, request for extension of the time for submitting assignments will be considered if it is made at least 24 hours in advance. Being absent is not an excuse for not submitting assignments on time. If you must miss class for a legitimate reason, then you must make arrangements with another student to pick up any handouts or relay any messages concerning the class. Not knowing about assignments or expectations because you were absent will not be an acceptable excuse. Excessive spelling or grammatical errors will result in a lowered grade. The highest quality of written communication is expected in all assignments. All assignments are computer generated and professionally prepared and edited in accordance with the *Publication Manual of the American Psychological Association, (APA) 5th edition*; (typed, double-spaced, size 12 font, Times New Roman, free of grammatical errors, etc). Use of published material (i.e. material that has been submitted in other courses by you or/and by other students) will not be acceptable and will receive a grade of F.
- **Professionalism** is a requirement for this class. Professionalism includes such factors as speech, respect for instructor and peers and other school personnel, attitude, attentiveness in class, no sleeping during class time, awareness of other teachers and their students, appropriate dress, being prepared for class and, willingness to accept various responsibilities. Other professional behaviors include listening and participating actively without dominating the conversation, and disagreeing respectfully when necessary. **Cell phone** use is prohibited during class. Please notify the instructor if you are expecting an emergency call in order to make arrangements to take the call.
- **Academic Dishonesty: All assignments should be students' original work for this course. Plagiarism or cheating of any kind will not be tolerated. Academic dishonesty will result in an F in this course. Additionally, action will be taken for dismissal from the program.**

## Tentative Course Schedule and Content Outline

<u>Week</u>	<u>Topics and Assignments</u>
1 9/3	Introductions, syllabus
2 9/10	The Beginning of Reading Instruction The Period of Religious Emphasis The Period of Naturalistic-Moralistic Emphasis Chapter 2- 3 Smith
3 9/17	Emphasis on Intelligent Citizenship Emphasis on Reading as a Cultural Asset Emphasis on Scientific Investigations Chapter 4 – 6 Smith
4 9/24	Intensive Research & Application Chapters 7 - 9 Smith
5 10/1	Discuss Research Paper
6 10/8	Period of International Conflict-Smith
7 10/15	Expanding Knowledge and Technological Revolution- Smith
8 10/22	In Retrospect- Smith
9 10/29	<b>Research Paper Due</b>
10 11/5	Instruction since 1967/Epilogue
11 11/12	<b>Contemporary Issue Paper Due</b>
12 11/19	This class is devoted to independent work on your Decade x 2 Project
13 11/26	<b>Research Proposal Due</b>
14 12/3	<b>Decade x 2 Project Due</b>
15 12/10	Looking Back, Looking Forward

**Course Grading Structure**

<i>Grade</i>	<i>GPA</i>	<i>Point Structure</i>	<i>Comment</i>
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance.
A	4.0	96-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95	Very good work, carefully executed, but requiring some areas of improvement.
B+	3.3	86-90	Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is no in evidence.

**Below Graduate Standard**

B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task.
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

**Course Grade Distribution**

Key Understandings	20%
Research paper	20%
Research Proposal	10%
Contemporary Issue	20%
Decade x 2 Project	20%
Attendance and Professionalism	10%

### **Suggested Readings for the Decades x 2 Project**

- Cavallo, G., & Changer, R. (Eds.) (1999). *A history of reading in the West*. Boston, MA: University of Massachusetts Press.
- Fischer, S. R. (2003). *A history of reading*. London, England: Reaktion Books Ltd.
- Johns, A. (1998). *The nature of the book: Print and knowledge in the making*. Chicago, IL: The University of Chicago Press.
- Kaestle, C. F. (1991). *Literacy in the United States*. New Haven, CT: Yale University Press.
- Manguel, A. (1996). *A history of reading*. New York, NY: Viking.

### **Other Suggested Readings**

- Allington, R. L. (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*.
- Bracey, G. W. (2003). *On the death of childhood and the destruction of public schools*. Portsmouth, NH: Heinemann.
- Bruner, J. (1983). *In search of meaning: Essays in autobiography*. New York, NY: Harper & Row Publishers.
- Chall, J. S. (1996). *Stages of reading development*. Fort Worth, TX: Harcourt Brace College Publishers.
- Clay, M. M. (1991). *Becoming literate: The construction of literacy control*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1982). *Observing young readers: Selected papers*. Exeter, NH: Heinemann Educational Books.
- Clay, M. M. (1972). *Reading: The patterning of complex behavior*. Auckland, New Zealand: Heinemann Educational Books.
- Chall, J. S. (1996). *Learning to read: The great debate*. Fort Worth, TX: Harcourt Brace College Publishers.
- Coles, G. (2003). *Reading the naked truth: Literacy, legislation, and lies*. Portsmouth, NH: Heinemann.
- Freire, P., & Macedo, D. (1987). *Literacy: Reading the word in the world*. South Hadley, MA: Bergin & Garvey Publishers, Inc.

Garan, E. M. (2002). *Resisting reading mandates. How to triumph with the truth.* Portsmouth, NH: Heinemann.

Gardner, H. (1983). *Frames off mind: The theory of multiple intelligences.* New York, NY: Basic Books.

Gollasch, F. V. (Ed.) (1982). *Language & literacy. The selected writings of Kenneth S. Goodman, volume 1, process, theory, research.* Boston, MA: Routledge & Kegan Paul.

Gollasch, F. V. (Ed.) (1982). *Language & literacy. The selected writing of Kenneth S. Goodman, volume 2, reading, language & the classroom teacher.* Boston, MA: Routledge & Kegan Paul.

Piaget, J. (1926/ 1959). *The language and thought of the child.* London, England: Routledge & Kegan Paul, Ltd.

Piaget J. & Inhelder, B. (1969) *The Psychology of the child.* New York, NY: Basic Books, Inc.

Smith, F. (1973). *Psycholinguistics and reading.* New York, NY: Holt, Rinehart and Winston, Inc.

Smith, F (2003). *Unspeakable acts unnatural practices: Flaws and fallacies in “scientific” reading instruction.* Portsmouth, NH: Heinemann.

Sylwester, R. (2003). *A biological brain in a cultural classroom. Enhancing cognitive and social development through collaborative classroom management.* Thousand Oaks, CA: Corwin Press.

Sylwester, R. (2004). *How to explain a brain: A educator’s handbook of brain terms and cognitive processes.* Thousand Oaks, CA: Corwin Press.

Wilde, S. (Ed.) 1996). *Notes from a kidwatcher: Selected writing of Yetta M Goodman.* Portsmouth, NH: Heinemann.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Vygotsky, L. (1986). *Thoughts and language.* Cambridge, MA: The MIT Press.

Others Helpful Sources including Internet Sites

**History of Reading Special Interest Group, IRA**

[www.historyliteracy.org](http://www.historyliteracy.org)

**A Brief History of Reading**

[www.livelink.com/whatis/history.htm](http://www.livelink.com/whatis/history.htm)

**The Reading Experience Database 1450-1945**

**Reading in America, 1800-2000**

**American Antiquarian Society** <http://www.americanantiquarian.org>

**Center for the History of Print Culture in Modern America**

**History of Literacy Special Interest Group of the International Reading Association** <http://www.historyliteracy.org>

**Herbert Hoover Presidential Library and Museum**

**Library History Round Table of the American Library Association**

**SHARP (Society for the History of Authorship, Reading and Publishing) web**

**State Historical Society of Iowa Archives**

**University of Iowa Center for the Book**

**University of Iowa Libraries: Seminars on Historical Research**

**University of Iowa Special Collections, including Iowa Women's Archives**