University of Massachusetts Lowell

Graduate School of Education

Fall 2008 Syllabus

06.678 HISTORY, 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 Bifu-H-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

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 29th**

3. **Research Proposal:** Write a research proposal that is based on the directions for future research you identified in your research paper. **Due November 26th**.

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:


Recommended Readings:


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 2nd 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.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td>1 9/3</td>
<td>Introductions, syllabus</td>
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| 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 | Research Paper Due |
| 10 11/5 | Instruction since 1967/Epilogue |
| 11 11/12 | Contemporary Issue Paper Due |
| 12 11/19 | This class is devoted to independent work on your Decade x 2 Project |
| 13 11/26 | Research Proposal Due |
| 14 12/3 | Decade x 2 Project Due |
| 15 12/10 | Looking Back, Looking Forward |
### Course Grading Structure

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Point Structure</th>
<th>Comment</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>99-100</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>91-95</td>
<td>Very good work, carefully executed, but requiring some areas of improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-90</td>
<td>Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-85</td>
<td>Work of graduate standard, but omissions exist or careful analysis is no in evidence.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>76-79</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>70-75</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>65-69</td>
<td>Work of very poor quality, indicating no understanding of the depth of analysis required.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65</td>
<td>Serious neglect or evidence of cheating.</td>
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### Below Graduate Standard

### 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**


**Other Suggested Readings**


**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

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