Department
Institution
Semester   **DRAFT SEPT 2007**
Instructor:
Name
Office address
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e-mail

Purpose

The course, Research in Reading, is designed to engage students in studying and understanding primary research documents in reading. Students will be guided to explore both classical and contemporary reading research studies. In order to facilitate student interpretation of these studies, they will be instructed in basic research techniques to aid in the ability to conduct research and consume these research reports. This course is required for the Level II Reading Endorsement. Prerequisites: Teaching license; Level I Reading Endorsement.

Course Objectives:

After completing this course you will be able to:

Objectives	IRA Standards (2003)
Demonstrate a basic understanding of research terminology through studying literacy methodologies and through interpreting findings of a given study..	1.2. 5.2
Connect reading instruction over time with classical and contemporary research in reading.	1.3, 5.2
Understand the power research has in impacting practice either positively or negatively.	5.2
Place an historical context on reading research and design.	1.1, 1.2, 1.3, 5.2
Demonstrate a broad knowledge of reading research to assist in guiding instructional and scholarly practice.	1.1, 1.2, 1.3, 5.2

Possible Course Topics:
1. A review of reading research design and tools
2. Pre-20th century reading research studies
3. Reading research from 1900 - 1970
4. Reading research from 1970 – Current

Possible Texts:

Duke, N. K., & Mallette, M. H. (Eds.). (2004). *Literacy research methodologies.* New
    York: The Guilford Press.

McCardle, P., & Chhabra, V. (2004). *The Voice of Evidence in Reading Research.*
    Baltimore, MD: Paul H. Brookes Publishing Co.

McMillan, J. H. (2004). *Educational Research: Fundamentals for the Consumer* (4th Edition).
    Boston, MA: Pearson Publishing Company

Compilation of Classical and Contemporary Studies
Possible Studies:

Classical Studies:

The time Taken up in Cerebral Operations, Cattell (1885)

The Work of the Eye in Reading, Huey (1908)

Reading as Reasoning: A Study of Mistakes in Paragraph Reading, Thorndike (1917)

An Experimental Study of the Eye-Voice Span, Buswell (1920)

When Should Children Begin to Read, Morphett and Washburn (1931)

The Necessary Mental Age for Beginning Reading, Gates (1936)

A study of Relationships Among Certain Pupil Adjustments in Reading Situations,
Killgallon (1942)

Why Johnny Can't Read, Flesch (1957)

The Utility of Phonic Generalizations in the Primary Grades, Clymer (1963)

The Challenge of Periodicals in Education, Norvell (1966)

Readability: A New Approach, Bormuth (1966)

Children Who Read Early, Durkin (1966)

Teacher Questioning and Reading, Guszak (1967)

Learning to Read: The Great Debate, Chall (1967)

The First Grade Studies, Bond and Dykstra (1967)

Contemporary Reports:

The National Reading Panel Report (2000)

Preventing Reading Difficulties in Young Children, Snow, Burns & Griffin (1998)

Contemporary Research Topics:

Oral Language

Dickinson, D.K., Patton O., & Tabors, P. O. (2001) *Beginning literacy with language: young children learning at home and school.* Baltimore, MD: Paul H. Brookes Publishing.

Hart, B., & Risley, T.R. (2002). *The social world of children: Learning to talk.* Baltimore, MD: Paul H. Brookes Publishers.

Smolkin, L.B., & Donovan, C.A. (2001) *The contexts of comprehension: information book read alouds and comprehension acquisition* (Report #2-009). Ann Arbor, MI, Center for the Improvement of Early Reading Achievement.

Phonemic Awareness

Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., and Seidenbert, M. S. (2002, March). How should reading be taught? *Scientific American,* 85-91.

Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., and Seidenbert, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2*(2), 31—74.

Fielding –Barnsley, R. (1997). Explicit instruction in decoding benefits children high in phonemic awareness and alphabetic knowledge. *Scientific Studies of Reading, 1,* 85-98.

Guswami, U. & Bryant, P. (1990). *Phonological skills and learning to read.* East Sussex, UK: Lawrence Earlbaum.

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

Yeh, S. S. (2003). An evaluation of two approaches for teaching phonemic awareness to children in Head Start. *Early Childhood Education Quarterly, 18,* 513-529.

Anthony, J. L., Lonigan, C. J., Driscoll, K., Phillips, B. M., & Burgess, S. R. (2003). Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly, 38*(4), 470-487.

Peterson, M.E., & Haines, L.P. (1992). Orthographic analogy training with kindergarten children: Effects of analygy use, phonemic segmentation, and letter-sound knowledge. *Journal of Reading Behavior, 24,* 109-127.

Phonics

Foorman, B.R., Francis, D.J., Fletcher, J.M., & Schatschneider, C. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology, 90*(1), 37-55.

Camilli, G., Vargas, S., & Yurecko, M. (2003). Teaching children to read: The fragile line between science and federal policy. *Education Policy Analysis Archives, 11,* 1-52.

White, T. G. (2005). Effects of systematic and strategic analogy-based phonics on grade 2 students' word reading and reading comprehension. *Reading Research Quarterly, 40*(2), 234-255.

Fluency

Kuhn, M. R., & Stahl, S. A. (2001). *Fluency: a review of developmental and remedial practices* (Report #2-008). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.

Kuhn, M. R. (2005). A comparative study of small group fluency instruction. *Reading Psychology, 26 (2),* 127- 146.

Eldredge, J. L., Reutzel, D. R., & Hollingsworth, P. M. (1996). Comparing the effectiveness of two oral reading practices: Round-robin reading and the shared book experience. *Journal of Literacy Research, 28 (2),* 201-225.

Rasinski, T. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *The Journal of Educational Research,* 83(3), 147-150.

Dowhower, S. (1987). Effects of repeated readings on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly, 22,* 389-406.

Reutzel, D. R. and Hollingsworth, P.M. (1993). "Effects of fluency training on second grade students' reading comprehension. *The Journal of Educational Research, 86*(6), 325-331.

Comprehension

Pearson, P. D., Hansen, J., & Gordon, C. (1979). The effect of background knowledge on children's comprehension of implicit and explicit information. *Journal of Reading Behavior, 11*(3), 201–209.

Roehler, L.R., & Duffy, G.G. (1984). Direct explanation of comprehension processes. In G.G. Duffy, L. R. Roehler, & J. Mason (Eds.), *Comprehension instruction: Perspectives and suggestions* (pp.265-280). New York: Longman.

Dole, J. A., Brown, K. J., & Trathen, W. (1996). The effects of strategy instruction on the comprehension performance of at-risk students. *Reading Research Quarterly, 31,* 62-88.

van den Broek, P. (2001). *Fostering comprehension skills in preschool children.* Paper presented at the CIERA Summer Conference, Ann Arbor, MI.

Literature Response

Eeds, M., & Wells, D. (1989). Grand conversations: An exploration of meaning construction in literature study groups. *Research in the Teaching of English,* 23(1), 4-29.

Almasi.J.F., & McKeown, M. G., (1996). The nature of engaged reading in classroom discussions of literature. *Journal of Literacy Research, 28,* 107-146.

Lehr, S. (1998). The child's developing sense of theme as a response to literature. *Reading Research Quarterly, 23,* 337-347.

Almasi, J.F. (1995). The nature of fourth graders' sociocognitive conflicts in peer-led and teacher-led discussions of literature. *Reading Research Quarterly, 30,* 314-351.

Baumann, J. F., & Ives G. (1997). Delicate balances: Striving for curricular and instructional equilibrium in a second-grade, literature/strategy-based classroom. *Reading Research Quarterly, 32*(3), 244-275.

Morrow, L.M., Pressley, M., Smith, J.K., & Smith, M. (1997). The effect of a literature-based program on the literacy development of at risk kindergarten children. *Journal of Reading Behavior, 22,* 255-275.

Text Structure

Mandler, J. M., & Johnson, N. S. (1977). Remembrance of things parsed: Story structure and recall. *Cognitive psychology, 9,* 111-151.

McGee, L. M. (1982). Awareness of text structure: Effects on children's recall of expository text. *Reading Research Quarterly, 17,* 581-590.

Richgels, D. J., McGee, L. M., Lomax, R. G., & Sheard, C. (1987). Awareness of four text structures: Effects on recall of expository text. *Reading Research Quarterly, 22*(2), 177-196.

Taylor, B.M., & Beach, R.W. (1984). The effects of text structure instruction on middle-grade students' comprehension and production of expository texts. *Reading Research Quarterly, 19*, 134-146.

Taylor, B. M. (1982). Text structure and children's comprehension and memory for expository material. *Journal of Educational Psychology, 74*, 323-340.

Meyer, B. J. F., Brandt, D. M., & Bluth, G. J. (1980). Use of top-level structure in text: Key for reading comprehension of ninth-grade students. *Reading Research Quarterly, 16*, 72-103.

Vocabulary

Nagy, W.E. (1985). Learning words from context.*Reading Research Quarterly, 20*, 233-253.

McKeown, M. (1993). Creating effective definitions for young word learners. *Reading Research Quarterly, 28*, 16-31.

Reutzel, D. R., & Hollingsworth, P. M. (1988a). Highlighting key vocabulary: A generative-reciprocal procedure for teaching selected inference types. *Reading Research Quarterly, 23*(3), 358-378

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology, 74*, 506-521.

Anders, P.L., & Bos, C.S. (1986). Semantic feature analysis: An interactive strategy for vocabulary development and text comprehension. Journal of Reading, 39, 610-616.

Beck, I. L., McKeown, M. G., & McCaslin, E. S. (1983). Vocabulary development: All contents are not created equal. *Elementary School Journal, 83*, 177-181.

Brett, A., Rothlein, L., & Hurley M. (1996). Vocabulary acquisition from listening to stories and explanations of target words. *Elementary School Journal, 96*, 415-421.

Carr, E. M. & Mazur-Stewart, M. (1988). The effects of the vocabulary overview guide on vocabulary comprehension and retention. *Journal of Reading Behavior, 20*, 43-62.

Dole, J. A., Sloan, C., & Trathen, W. (1995). Teaching vocabulary within the context of literature. *Journal of Reading, 38*, 452-460.

Book Access

Worthy, M. J., Moorman, M., & Turner, M. (1999). What Johnny likes to read is hard to find in school. *Reading Research Quarterly, 34*(1), 12-27.

Neuman, S. B., & Celano, D. (2000). Access to print in low-income and middle-income communities: An ecological study of four neighborhoods. *Reading Research Quarterly, 36* (1), 8-26.

Neuman, S. B. (1999). Books make a difference: a study of access to literacy. *Reading Research Quarterly*, 34(3), 2-31.

Madrigal, P., Cubillas, C., Yaden, D. B. Jr., Tam, A., & Brassell, D. (2001). *Creating a book loan program for inner-city latino families* (Report #2-003). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.

Duke, N. K. (2000). For the rich it's richer: print experiences and environments offered to children in very low- and very high-socioeconomic status first-grade classrooms. *American Educational Research Journal, 37*, 441-478.

Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly, 35*(2), 202-224.

Teacher/School Characteristics

Collins-Block, C., Oakar, M., & Hurt, N. (2002).The Expertise of Literacy Teachers: A continuum from preschool to grade 5. *Reading Research Quarterly, 37*(2), 178-206.

Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (2001). Beating the odds in teaching all children to read (Report #2-006). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.

Reading Recovery

Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly, 29*(1), 8-39.

Oral reading

Reutzel, D. R., Hollingsworth, P. M., & Eldredge, J. L. (1994). Oral reading instruction: The impact on student reading development. *Reading Research Quarterly, 23*(1), 40-62.

School Family Connections

Purcell-Gates, V. (1996) Stories, Coupons, and the TV Guide: Relationships between home literacy experience and emergent literacy knowledge. *Reading Research Quarterly, 31*(4), 406-428.

DeBruin-Parecki, A. (2001). *Assessing adult/child storybook reading practices* (Report #2-004). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Jordan, G.E., Snow, C.E., & proche, M.V. (2000). Project EASE: the effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly, 35*, 524-546.

Shannahan, T., Mulhern, M., & Rodrequez-Brown, F. (1995). Project FLAME: Lessons learned from a family literacy program for minority families. *The Reading Teacher, 48*, 40-47.

Concept of Print

Morris, D., Bloodgood, J. W., Lomax, R. G., & Perney, J. (2003). Developmental Steps in Learning To Read: A Longitudinal Study in Kindergarten and First Grade. *Reading Research Quarterly 38*(3), 302-328.

Lomax, R. G., & McGee, L. M. (1987). Young children's concepts about print and reading: Toward a model of word reading acquisition. *Reading Research Quarterly, 22*(2), 237–256.

Reutzel, D. R., Fawson, P.C., Young, J. R., Wilcox, B., & Morrison, T. G. (2003). Reading environmental print: The role of concepts of print in discriminating young readers' responses. *Reading Psychology 24(2),* 123-162.

Engagement

Guthrie, J. T., & Wigfield, A. (1999). How motivation fits into a science of reading. *Scientific Studies of Reading, 3*(3), 199-205.

Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly, 30*(3), 410-441.

Technology

De Jong, M.T., & Bus, A. G. (2004). The efficacy of electronic story books in fostering kindergarten children's emergent story understanding. *Reading Research Quarterly, 39*(4), 378-393.

Labbo, L. D. (1996). A semiotic analysis of young children's symbol making in a classroom computer center. *Reading Research Quarterly, 31*(4), 356-385.

Assessment

Paris, S. G., Paris, A. H., & Carpenter, R. D. (2001). *Effective practices for assessing young readers* (Report #3-013). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.

Meisels, S. J. (2001). *Assessing readiness* (Report #3-002). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.

Meisels, S. J., & Piker, R. A. (2001). *An analysis of early literacy assessments used for instruction* (Report #2-013). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.

McKenna, M.C., Kear, D.J., Ellsworth, R.A. (1995). Children's attitudes toward reading: A national survey. *Reading Research Quarterly, 30*, 934-956.

Wigfield, A., & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*, 420-432.

Yopp, H.K. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly, 23*, 159-177.

Classroom Contexts

Neuman, S. B., & Roskos, K. (1992). Literacy objects as cultural tools: Effects on children's literacy behaviors in play. *Reading Research Quarterly, 27*(3), 203-225.

Morrow, L. M. (1990). Preparing the classroom environment to promote literacy during play. *Early Childhood Research Quarterly, 5*, 537-554.

Hoffman, J.V., Sailors, M., Duffy, G., & Beretvas, S. N. (in press). The effective classroom literacy environment: Examining the validity of the TEX-IN3 Observation System. *Journal of Literacy Research, 36*(3), 303-334.

Wolfersberger, M., Reutzel, D. R., Sudweeks, R., & Fawson, P.F. (2004). Developing and Validating the Classroom Literacy Environmental Profile (CLEP): A Tool for Examining the "Print Richness" of Elementary Classrooms. *Journal of Literacy Research, 36*(2), 211-272.

Grouping

Mathes, P.G., Denton, C.A., Fletcher, J. M., Anthongy, J.L., Francis, D. J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student charactertistics on the skills of struggling readers. *Reading Research Quarterly, 40*(2), 148-183.

Schumm, J.S., Moody, S. W., and Vaughn, S. (2000). Grouping for reading instruction: Does one size fit all? *Journal of learning disabilities, 33*(5), 477-88.

Allington, R. L. (1984). Content coverage and contextual reading in reading groups.

Journal of Reading Behavior, 16, 85-96.

Gambrell, L., Wilson, R., & Ganatt, W. (1981). Classroom observations of task-attending behaviors of good and poor readers. *Journal of Educational Research, 74*, 400-404.

Haller, E.J. (1985). Pupil race and elementary school ability grouping: Are teachers biased against black children? *American Educational Research Journal, 22*, 465-483.

Haskins, R., Walden, T., & Ramey, C.T. (1983). Teacher and student behavior in high- and low-ability groups. *Journal of Educational Psychology, 75*, 865-876.

Hiebert, E.H. (1983). An examination of ability grouping for reading instruction. *Reading Research Quarterly, 18*, 231-255.

Sørenson, A.B., & Hallinan, M. (1986). Effects of ability grouping on growth in academic achievement. *American Educational Research Journal, 23*, 519-542.

English Language Learners

Carlo, M., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J. & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly, 39*(2), 188-215.

Possible Assignments:

1. Each student will be responsible for leading a chapter discussion and furnishing for each of the class members an outline of the chapter, using the following four questions which provided the framework for the editors of our textbook (Duke and Mallette).

   a. What is this methodology, including a definition and description of the methodology and if possible some key history of the methodology in literacy?

   b. What kinds of questions and claims is this methodology appropriate for?

   c. What are standards for quality in this methodology?

   d. What is one or more exemplar of this methodology (in literacy) and what makes it so good?

2. All students must read each assigned chapter, and review at least one research study on the topic. Take brief notes (a page or 2 on each chapter) on important points or questions you may have. The purpose of these notes is to help you distill important information from the chapters.

3. Students will read each classical study and keep brief notes on the studies so that you can take part in the discussion.

4. The contemporary studies will be assigned by topic to small groups of students and presented in class for discussion. The number of topics and articles selected for review

and discussion will vary based upon student enrollment in the course.
Each student will be responsible for leading the discussion on a topic, reviewing the important research on the subject.

5. Students will work in small groups to produce a powerpoint presentation that will be used to discuss the knowledge base in each area listed below. These reviews will be presented in class on assigned days. The presentation should be structured in such a way to encourage and support class discussion .

6. Students will conduct a small scale reading research study (150 points).
   - Select a reading-related topic of interest such as phonemic awareness, phonics, fluency, vocabulary, comprehension, content-area reading, or literature circles.
   - Choose an instructional method or intervention in that area that you would like to try in your classroom.
   - Use random selection and assignment to compose an experimental group (new method) and a control group (same old, same old method).
   - Select an assessment measure or measures that you could give pre-post.
   - Implement the two instructional conditions for at least six weeks.
   - Use Excel to analyze the pre-post data. Generate means, standard deviations, and perform a t-test to determine if there was a statistical difference between the two groups both before and after treatment. Submit a +/- 5-page paper describing your research project. What did you learn about implementing the procedures? Was there a statistical difference favoring either treatment condition? What did you learn about reading research by conducting reading research?