

Psychology of Reading

RED 5343 (CRN 34017)

Summer 2015

Instructor: Dr. Stacey Duncan
Meeting Time: Mondays & Wednesdays 5-10pm
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COURSE DESCRIPTION AND FOCUS

The Psychology of Reading explores the psychological and linguistic foundations of the reading processes of beginning and skilled readers; special emphasis on problems of culturally different children, comprehension skills, and analysis of relevant research. We will consider connections between literacy theories and their related models as well as instructional decision-making based on contemporary literacy research. Prerequisite: RED 3340 or RED 3342.

COURSE OBJECTIVES

The Psychology of Reading introduces the cognitive and psycholinguistic foundations of the literacy processes for beginning and skilled readers, with special emphasis on learners in the Borderlands and other linguistically and culturally diverse settings.

The course provides a study of reading and writing processes with an emphasis on oral and written language development explained through cognitive, sociocultural, critical, transactional, and post-structural learning theories. This core course incorporates the Texas State Board for Educator Certification (SBEC) standards for master reading teachers. The SBEC standards are closely aligned with the Texas Essential Knowledge and Skills (TEKS), which can be downloaded at <http://www.tea.state.tx.us/teks>.

The overriding goal of this course is to prepare participants to not only be reflective problem solvers knowledgeable of learning theories and psychology related to literacy development, but also to use literacy models to inform and change their literacy practices. Core focus includes the following SBEC master reading teacher standards:

- The interrelated components of reading across all developmental stages of oral and written language and literacy instruction from early childhood to grade 12 levels (Standard I).
- Integrated literacy assessment and instruction using appropriate methods and resources to meet the varied learning needs of all students (Standard II).
- The influence of individual student's differing strengths and needs on their literacy development and implementation of literacy instruction that reflects state performance standards and content to address the varied learning needs of all students (Standard III).
- The cognitive resources that bilingual/multilingual children use to read and write and language assessment, materials and strategies to facilitate and promote literacy (Standard IV).

- The literacy profile of students with reading difficulties, dyslexia, and reading disabilities and instructional and intervention strategies to facilitate and promote literacy (Standard V).
- The theoretical foundations of literacy to plan and implement developmentally appropriate, research-based reading/literacy curriculum for all students, collaborate and communicate with educational stakeholders, and leadership in designing, implementing, and evaluating professional development programs (Standard VI).

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe the psychological and linguistic foundations of the literacy processes of beginning and skilled readers.
2. Articulate literacy theories and related models of reading and writing processes and develop your own theory of literacy assessment and teaching.
3. Explore the foundations of literacy and describe the function that oral language and phonology play in the literacy development of young children, emergent bilinguals, and students with reading difficulties.
4. Understand the biological and cognitive features of reading (eye-brain; memory).
5. Understand vocabulary, comprehension, and writing acquisition processes and the neurological correlates of literacy processes and development.
6. Evaluate the instructional implications of Clay's Literacy Processing Theory and Reciprocal Teaching.
7. Read, analyze, and critique literacy empirical research and instructional materials, assessments, and programs from a psychological perspective.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Assignment	Due Date	Point Value	Learning Outcomes Assessed
Critical Reader Responses	#1 - 6/10 #2 - 6/15 #3 - 6/17 #4 - 6/22 #5 - 6/24 #6 - 6/29	3	1-7
Group Presentation of Reading Model	6/22, 6/24	20	1, 2, 5, 7
Personal Theory of Literacy Assessment and Teaching	7/1	20	1-7
Literacy Portfolio	7/1	30	1-7

COURSE READINGS

Required textbook:

- Alvermann, D., Unrau, N., & Ruddell, R. (Eds.), (2013). *Theoretical Models and Processes of Reading* (6th Ed.) Newark, DE: International Reading Association. ISBN: 10: 0872077101 (paperback).

ASSIGNMENTS AND EXPECTATIONS

- **Attendance:** Your attendance and active participation are vital to this course. The Teacher Education Department considers missing two class periods as excessive. The student may be dropped for lack of attendance. If you miss one class, contact me immediately via email. **Late work only by arrangement.**
- **Participation:** All assigned readings must be completed before each class session. The readings will form the basis of class discussions and activities. It is important that you carefully read (and reread as needed) the assigned reading(s) before class and ask questions when you do not understand the readings.
- **Critical Reader Responses:** You have readings assigned for each class, and will respond in writing to the ideas presented in the assigned readings. Points will be deducted for late responses. See assignment instructions and rubric below. (6 reflections @5 points/each = 30 points)
- **Group Model of Reading Presentation:** Based on material covered in class, you will have the opportunity to work in groups of 2-3 to prepare and present a model of the reading and writing processes. Groups will research and present information on the influence of a reading model—*cognitive processing model, dual coding model, transactional model, integrated reading & writing model, and sociocognitive model*—on instructional decision making. The presentation should be 10-15 minutes in length and should communicate the theory/research sources that fueled creation of the reading model, components of the model and its instructional/assessment suggestions, and how teachers can use the model to support reading and writing development for beginning, skilled, and struggling readers. I encourage you to use visual aids in your presentation, see options on Blackboard. See below for rubric. (20 points)
- **Personal Theory of Literacy Assessment and Teaching:** As part of this course, you will have the opportunity to reflect on your own theory of literacy assessment and teaching. Review the literacy theories and models covered in the course text, in addition to outside resources, and reflect on effective literacy teaching methods, procedures, materials, to research and review assessments to develop a personal theory of literacy teaching and assessment. Align your personal literacy theory with a theoretical model that will guide your beliefs and practices. The purpose of this assignment is three-fold:
 - 1) create a definition of reading and writing that characterizes your beliefs about successful literacy assessment and achievement;
 - 2) describe how your personal literacy theory is aligned with theoretical models and processes; and
 - 3) outline the literacy model (reading and writing goals, methods, materials, and assessments) that will guide your teaching and assessing decisions to support beginning, skilled, and struggling readers.The personal theory of literacy assessment and teaching paper should be 3-5 pages, double-spaced in length, APA style. See rubric below. (20 points)
- **Literacy Portfolio:** Through our activities and reflections on our literacy experiences as well as our discussion responses to the readings in the course, you will create a literacy portfolio that reflects your own socio-psycholinguistic processes, and how they apply to your classroom/educational context. Small groups can investigate particular questions or related issues of interest through a variety of activities and applications (approved by instructor) supported by research and references. Rubric to be designed in class. (30 points)
 - Participate in an interest group formed around common interests and individual portfolio objectives.
 - Create digital literacy portfolio to present to class during final week.

GRADING CRITERIA

There are 100 points possible. The course will be assessed based on the following grading scale:

A: 90 - 100, **B:** 80 - 89, **C:** 70 - 79, **D:** 60 - 69, **F:** <60

WRITING RESOURCES

All submitted written work turned in will be considered to be final, rather than draft form. Submitting work with a substantial number of grammatical, spelling and punctuation errors may affect your grade. Please utilize the UTEP Writing Center as needed; it is a free resource to you as a student - <http://uwc.utep.edu>.

All submitted written work should be in APA format. In addition to the latest APA Manual (<http://www.apastyle.org/manual/>), you may use the OWL resource @Purdue - <https://owl.english.purdue.edu/owl/resource/560/01/>

UTEP POLICIES

Academic Dishonesty

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

This syllabus is subject to change in support of student and instructor needs.

ADDITIONAL RESOURCES

Academic journals - The following journals provide valuable information about literacy instruction. Most of them can be found electronically using the UTEP Library website:

- Reading Research Quarterly
- Journal of Adolescent and Adult Literacy
- The Reading Teacher
- Journal of Applied Linguistics
- Reading Psychology
- Language Learning
- Educational Research and Review
- Anthropology and Education Quarterly
- Journal of Research in Reading

Websites - These websites are sources of additional information for early and adolescent literacy:

- International Literacy Association - www.reading.org
- Reading Online - www.readingonline.org
- National Council for Teachers of English - www.ncte.org
- Texas Council of Teachers of English Language Arts - <https://www.tctela.org>
- International Dyslexia Association - <http://interdys.org/>
- Global Conversations in Literacy Research - <http://globalconversationsinliteracy.wordpress.com/>
- Voice of Literacy - <http://www.voiceofliteracy.org/>

Articles/Readings - These websites are sources of additional articles and books available online.

- National Institute for Literacy (2006). *Put reading first: Kindergarten through 3rd grade* (3rd ed.). <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>
- <http://newlearningonline.com/literacies>
- <http://www.reading.org/general/Publications/Books/bk710/content>

Critical Reading Reflections

Assignment

Each week you will submit a reflection on the readings and be prepared to share your thoughts in class. If we are meeting online (see Schedule) – you will submit your reflection as a discussion post to share and then respond to two separate colleagues for that day).

For each reflection please be as explicit and detailed as possible. These discussions are meant to gauge your growth and understandings of the sociopsycholinguistic processes of reading, so should be written from your own personal/professional perspective, with reference to each reading covered that week.

APA is required for this assignment. Full references for in-class readings are listed on the Schedule.

Remember; do not tell us what the authors said (reflections are not reviews), integrate their work with your own words and understanding. Posted responses should be **significant** – helping our thinking about the topic and the discussion to move forward. There is a variety of ways to do this, including;

- Providing concrete examples, perhaps from your own personal/professional experience
- Describing possible consequences or implications
- Using research, class readings and cited studies or lessons from your own experience
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Synthesizing ideas and pulling in related information from other sources – books, articles, websites, other courses, etc.

Online Discussion Responsibilities

1. Respect each other's differences and do not make or take it personal.
2. Keep to the issues and not persons.
3. Keep conversations professional regarding other programs and colleagues.
4. Use "I" messages as much as possible when sharing.
5. Ask for understanding of another's perspective if you are unclear.
6. Because the discussion board is text based, use **Netiquette** and check your writing from another person's perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Writing Prompts

The following are prompts to help you with the writing; they are optional.

- What did I already know about the content covered in the readings for this reflection?
- How did they engage and expand my understanding?
- Where does my understanding come from (prior research, experience, etc.)?
- How do you think the reading connects with the purpose of curriculum and pedagogy?
- What was the most challenging thing I read?
- What was the most inspiring?
- What questions do I still have about the readings?

Critical Reading Reflections Assignment Rubric

Criteria Engaged	Evolving	Beginning	Not Evident	Total Points
<i>Responsiveness to discussion topic & demonstration of knowledge & understanding from assigned readings.</i>	<ul style="list-style-type: none"> *Posting/Reflection suggests analysis, synthesis & evaluation of ideas. *Ideas respect & include different perspectives. *Readings were understood & incorporated into discussion as relates to topic. *Sources are cited correctly in APA format. 	<ul style="list-style-type: none"> *Posting/Reflection adds significantly to the discussions' meaning, perspective taking, & learning (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence). *Little use made of readings. *Few sources are cited correctly in APA format. 	<ul style="list-style-type: none"> *Posting/Reflection supplements or adds moderately to the discussion & learning. *Little or no use made of readings. *No sources are cited correctly in APA format. 	5 pts
Points Possible	<i>4-5 pts</i>	<i>2-3 pts</i>	<i>0-1 pts</i>	

Group Presentation of Reading Model Assignment Rubric

Criteria	Points Possible	Points Earned
Clear description of the reading model and its influence on instructional decision-making.	4	
Clear description of the theory/research that inspired the creation of the reading model.	4	
Clear evaluation of the model's components and literacy instructional/assessment suggestions based on the model.	4	
Clear explanation of how teachers can use the model to support the reading and writing development of beginning, skilled, and/or struggling readers.	4	
Clear presentation; 10-15 minutes in length.	4	
Total	20	

Personal Theory of Literacy Assessment & Teaching Assignment Rubric

Criteria	Points Possible	Points Earned
Clear description of reading definition that characterizes your beliefs about successful reading assessment and achievement.	4	
Clear description of writing definition that characterizes your beliefs about successful writing assessment and achievement.	4	
Clear evaluation of alignment of personal literacy theory with theoretical models & processes.	4	
Clear examination of how your literacy model (reading & writing goals, methods, materials, and assessments) will guide your teaching and assessing decisions to support beginning, skilled, and struggling readers	4	
Writing (3-5 pages) is clear, professional, free of significant errors and double-spaced in length. APA Style.	4	
Total	20	

Schedule

WEEK 1

June 8

Perspectives on Literacy Research and Its Applications

Welcome!

Required Readings – Section 1

- Alexander, P.A., & Fox, E. (2013). A historical perspective on reading research and practice, redux. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 3-46.
- Unrau, N.J. & Alvermann, D. E. (2013). Literacies and their investigation through theories and models. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 47-90.
- Mallette, M.H., Duke, N.K., Strachan, S.L., Waldron, C.H. & Watanbe, L.M. (2013). Synergy in literacy research methodology. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 91-127.

June 10

Processes of Reading and Literacy

Critical Reflection 1 – DUE

Required Readings - Section 2 Part 1-2

- Gee, J.P. (2013). Reading as situated language: A sociocognitive perspective. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 136-151.
- Halliday, M.A.K. (2013). The place of dialogue in children's construction of meaning. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 152-163.
- Heath, S.B. (2013). It's a book! It's a bookstore! Theories of reading in the worlds of childhood and adolescence. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 204-227.
- Reyes, I. & Azuara, P. (2013). Emergent biliteracy in young Mexican immigrant children. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 228-263.
- Gutierrez, K.D., Zepeda, M. & Castro, D.C. (2013). Advancing early literacy learning for all children: Implications of the NELP report for dual-language learners. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 375-384.

Schedule

WEEK 2

June 15

Processes of Reading and Literacy cont'd.

Critical Reflection 2 - DUE

Required Readings - Section 2 Part 3

- Nelson, K. (2013). Language pathways into the community of minds. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 437-457.
- McVee, M.B., Dunsmore, K. & Gavelek, J.R. (2013). Schema theory revisited. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 489-524.
- Goodman, Y.M. & Goodman, K.S. (2013). To err is human: Learning about language processes by analyzing miscues. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 525-543.
- Hruby, G.G. & Goswami, U. (2013). Educational neuroscience for reading researchers. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 558-588.

June 17

Processes of Reading and Literacy cont'd.

Critical Reflection 3 - DUE

Required Readings - Section 2 Part 4 - 5

- Taboada, A., Tonks, S.M., Wigfield, A. & Guthrie, J.T. (2013). Effects of motivational and cognitive variables on reading comprehension. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 589-610.
- Tatum, A.W. (2013). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 611-635.
- Doyle, M.A. (2013). Marie M. Clay's theoretical perspective: A literacy processing theory. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 636-656.

Schedule

WEEK 3

June 22 (Online - Blackboard)

Models of Reading and Writing Processes

Critical Reflection 4 - DUE

Group Presentations of Reading Models - *Cognitive Processing Model; *Dual Coding Model

Required Readings - Section 3 Part 1-2

- Rumelhart, D.E. (2013). Toward an interactive model of reading. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 719-747.
- Kintsch, W. (2013). Revisiting the construction-integration model of text comprehension and its implications for instruction. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 807-839.
- Sadoski, M. & Paivio, A. (2013). A dual coding theoretical model of reading. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 886-922.

June 24

Models of Reading and Writing Processes cont'd.

Critical Reflection 5 - DUE

Group Presentations of Reading Models - *Transactional Model; *Integrated Reading & Writing Model; *Sociocognitive Model

Required Readings Section 3 Part 3-5

- Rosenblatt, L.M. (2013). The transactional theory of reading and writing. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 923-956.
- Parodi, G. (2013). Reading-writing connections: Discourse-oriented research. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 957-977.
- Ruddell, R.B. & Unrau, N.J. (2013). Reading as a motivated meaning-construction process: The reader, the text, and the teacher. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1015-1068

Schedule

WEEK 4 (Online - Blackboard)

June 29

Literacy's New Horizons: An Emerging Agenda for Tomorrow's Research and Practice
Critical Reflection 6 - DUE

Required Readings - Section 4

- Alvermann, D.E. & Moje, E.B. (2013). Adolescent literacy instruction and the discourse of "Every teacher a teacher of reading". In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1072-1103.
- Pearson, P.D., & Hiebert, E.H. (2013). National reports in literacy: Building a scientific base for practice and policy. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1132-1149.
- Leu, D.J., Kinzer, C.K., Coiro, J., Castek, J., & Henry, L.A. (2013). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1150-1181.
- Roswell, J., Kress, G., Pahl, K. & Street, B. (2013). The social practice of multimodal reading: A new literacy studies-multimodal perspective on reading. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1182-1207.
- Rueda, R. (2013). 21st century skills: Cultural, linguistic, and motivational perspectives. In D. Alvermann, N. Unrau and R. Ruddell (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1241-1268.

July 1-3

Final Thoughts and Reflections

Literacy Profile Presentations - DUE

Personal Theory of Literacy Assessment and Teaching - DUE