



**READ 7336, Strategies for College Reading in Developmental Education
Fall 2017**

*READ 7336 is a required course for the Doctorate in Developmental Education Leadership and
an elective in the Doctorate in Education in Literacy*

**College of Education
Department of Language, Literacy and Special Populations**

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Office hours: Monday/Wednesday/Friday 1:00-3:00 Office and Online or by appointment

Day and time the class meets: Online

Location of class: **ONLINE**

Course Description: The major focus of this course provides students with knowledge of the research and practical application of reading concepts related to developmental and reading, writing and integrated reading and writing education. Principles of learning, students' strategy development, assessment/evaluation of developmental reading programs, research-based best practices in developmental reading education and digital literacies will be examined.

IDEA Objectives: Our focus will be on these major objectives (as assessed by the IDEA course evaluation system):
Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
Important: Learning to apply course material (to improve thinking, problem solving, and decisions)

Textbooks:

Armstrong, S., Stahl, N.A., & Boylan, H.R. (2014). *Teaching developmental reading: Historical, theoretical, and practical background readings*. Boston: Bedford/St. Martin's.

One of the following:

Bartholomae, D., & Petrosky, A. (1986). *Facts, artifacts and counterfactuals: Theory and method for a reading and writing course*. Portsmouth, NH: Heinemann

Helmets, M. (Ed.). (2003). *Intertexts: Reading pedagogy in college writing classrooms*. Mahwah, NJ: Erlbaum.

Rose, M. (2012). *Back to school: Why everyone deserves a second chance at education*. New York: The New Press.



Rose, M. (1989). *Lives on the boundary*. London: Penguin.

Recommended:

Current readings from journals dedicated to developmental education.

Course Format:

Through readings, individually selected topics, On-line discussions and presentations candidates will:

1. Explore the field of developmental reading and writing and those theories and practices found to most often impact literacy acquisition and affect literacy issues.
2. Use these theories and practices to examine current issues focused on developmental literacy acquisition and issues.
3. Explore the role of the profession as it relates to developmental literacy and literacy issues.

Course Content:

The views of developmental literacy, literacy development, theories and models of reading, foundational, policy and practice issues are presented and discussed.

Course Requirements:

1. **Discussion and Attendance:** Each class the readings will be discussed. Online discussions are expected to be posted in a timely manner and reveal a level of reflection consistent with doctoral student status. Additionally, students will be expected to participate fully in the discussion by responding appropriately to fellow classmates. Our class day begins on Friday and ends on the following Thursday. Group discussions of the articles done online and are due on Tuesday of each week by 12 midnight (CDT) and responses to class (group) members are due on Thursday by 12 midnight (CDT).
2. **Readings:** Readings and discussions from the required text will be the focus of discussions. A second book will be chosen for a book club discussion.
3. **Annotated Bibliography:** Each of you will be required to locate **five (5) articles** written within the **last 5 years** (these may be related to your prospectus topic) related to our text readings. Write a short – 5-8 sentences – bibliography and post in the bibliography section on Blackboard. Include a full reference and if possible a link to the article. It is expected that others will use this site as a reference when looking for information they may need for this course or in the future. A list of journals can be found in the course documents section. (An example will be posted under the Annotated Bibliography assignment on the Blackboard page.)
4. **Book Club:** The book club experience will be conducted online in a manner similar to adult book clubs you may have read about, heard about or participated in. You will choose one of the books from the list above, read the book in its entirety, post a reflection and respond to peers. There will be a bit more than a one week window for this book club experience.
5. **Considering Future Research Directions:** Recognizing that some of you may or may not choose a dissertation topic related to reading, but might be interested in some

research that could lead to a future publication, write a short prospectus based on the one or more of the readings. You may do this individually or in pairs. It should contain an **introduction** (why should we care?, why do you care?), a **statement of a problem** (can be borrowed liberally from the readings), **at least one question** this study would attempt to answer, a **brief lit review** of at least 7 articles (2 may be from our text and supplement with at least five other articles that are related), and a **brief methodology** addressing how you might guide a future study (dissertation perhaps). This paper should be 8-15 pages in length. Samples of a prospectus can be found in the course documents section on Blackboard.

6. **Presentation:** Present your prospectus to classmates via Power Point. Your Power Point slides should be brief with notes of what you would say if you were to present it to us personally. Or if you are really technologically savvy, you can include audio.

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator

Demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction; knowledge of reading research and histories of reading as it relates to developmental education	Readings, presentation, papers articles	Papers will be evaluated for doctoral level quality work	CF1
Display positive dispositions related to reading and continue to pursue the development of professional knowledge and dispositions	Discussions	Timely and thorough postings and discussions.	CF1, CF3
Relate research and use reflection to engage in dialogue with other professionals in observation, evaluation and feedback activities.	Discussions, Book Club, Presentation, paper		CF1, CF3

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for *specialty organization standards*: _____

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/



Course Evaluation: Assignments are mostly self-evaluated. The rubrics for class discussions and book club are in the course documents section. We will negotiate the evaluation of the prospectus and presentation.

Readings Discussion	25 pts
Book Club	10 pts
Articles	25 pts
Prospectus	25 pts
Presentation	15 pts

Total Points: 100 pts

A= 90%-100% B= 80%-89% C= 70%-79%

Expectations: Given the heavy emphasis on discussion and engagement, attendance is a requirement.

Other Required Syllabi Elements:

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Bibliography:

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- Dozier, C., Johnston, P., & Rogers, R., (2006). *Critical Literacy/Critical Teaching*. New York: Teachers College Press.
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- Fingeret, H. & Drennon, C. (1997). *Literacy for Life: Adult Learners, New Practices*. New York: Teachers College Press.
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- Flurkey, A. & Xu, Jingguo. (2003). *On the Revolution in Reading: The Selected Writings of Kenneth S. Goodman*. Portsmouth, NH: Heinemann.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Gatto, J. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia, PA: New Society.
- MacLeod, J. (1987). *Ain't No Makin' It*. Boulder, CO: Westview.
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- Oakes, J. (1985). *Keeping Track. How Schools Structure Inequality*. New Haven: Yale University Press.
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- Shannon, P. (1994). *Reading Poverty*. Portsmouth, NH: Heinemann.
- Shor, Ira. (1987). *Freire for the Classroom*. Portsmouth, NH: Heinemann.
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- Smith, F. (2003). *Unspeakable Acts, Unnatural Practices: Flaws and Fallacies in "Scientific" Reading Instruction*. Portsmouth, NH: Heinemann.
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- Taylor D. (1991). *Learning Denied*. Portsmouth, NH: Heinemann.
- Thayer-Bacon, B. (2000). *Transforming Critical Thinking*. Cambridge, MA: Harvard Press.
- Tracey, D. H. & Mandel Morrow, L. (2012). *Lenses on reading: an introduction to theories and models*. New York: Guilford.