

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO****UNIT:** School of Education**DEPARTMENT:** Curriculum and Instruction**COURSE SYLLABUS – SPRING 2006**

**Course Prefix and Number:** CUI 619 (This course meets face to face on selected Tuesdays from 5:00-6:50 followed by a 7:00-7:50 online component, and on selected Tuesdays entirely online. See course schedule for details).

**Course Title:** Research and Programs in Reading Education

**Credits:** 3:3:3

**Course Prerequisites/Corequisites:** Minimum of 9 hours in graduate-level reading education coursework and 3 hours in research or statistics, or permission of instructor

**For Whom Planned:** For students completing a Master's program with a concentration in reading education or those entering into Post-Master's work.

**Instructor Information:**

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Office Hours: By appointment only

**Course Purpose/Catalog Description:** In this course, students will be "encouraged to employ previously gained knowledge in seeking solutions to the problems facing the profession." In this course, we will discuss and analyze reading research, programs, and models. It is my hope and expectation that this course will familiarize you with many of the reading programs with which you need to become familiar as a reading specialist, enable you to gain the knowledge and skills necessary to use reading research to begin to solve or address systemic problems of practice, and provide you with the expertise necessary to read and discuss reading research with a critical eye.

**Teachers Academy Conceptual Framework Mission Statement:** The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions

through the preparation and continuing professional development of teachers, principals and other school personnel.

**Course Goals and/or Objectives/Student Learning Outcomes:** Upon completion of the course, candidates will:

- Demonstrate knowledge of reading research and histories of reading (IRI/DPI 1.2)
- Demonstrate knowledge of cultural and linguistic diversity as they relate to the development of oral language, reading, and writing (IRI/DPI 1.4)
- Establish meaningful and appropriate purposes supported by instructional grouping options (individual, whole-class, and computer-based) (IRI/DPI 2.1)
- Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences (IRI/DPI 2.3)
- Determine learners' placements along a developmental continuum, identify learners' proficiencies and difficulties, and initiate appropriate results (IRI/DPI 3.2)
- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds (IRI/DPI 3.3)
- Use learners' interests, reading abilities and backgrounds as foundations for the reading and writing program (IRI/DPI 4.1)
- Use a variety of high-quality materials, including, but not limited to, technology-based information, non-print materials, books, and periodicals. These materials will represent multiple levels, broad interests, and varied cultural and linguistic backgrounds (IRI/DPI 4.2)
- Pursue the development of professional knowledge and dispositions (IRI/DPI 5.2)
- Work with colleagues to evaluate and provide feedback on each other's practice (IRI/DPI 5.3)
- Participate in planning, implementing, and evaluating of professional development programs (IRI/DPI 5.4)
- Plan, implement, and evaluate instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical bases and best practices emerging from educational research (NCDPI/AC 1.1)
- Design and modify instruction and learning environments based on assessment of student learning problems and successes (NCDPI/AC 1.2)
- Incorporate findings from educational literature to improve student learning (NCDPI/AC 1.4)
- Understand and link subject matter and students' developmental and diverse needs in the context of school settings (NCDPI/AC 1.5)
- Seek to increase understanding of and respect for differences in students, including exceptionalities (NCDPI/AC 2.1)
- Reflect on and modify instruction that fosters student learning (NCDPI/AC 2.3)
- Critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research information (NCDPI/AC 3.1)
- Analyze and articulate relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline and across disciplines (NCDPI/AC 4.1 and 4.2)
- Understand current knowledge and trends in education (NCDPI/AC 4.4)

- Initiate professional inquiry through reading, dialogue, reflection, professional development, and action research (NCDPI/AC 5.1)
- Participate formally and informally in appropriate professional communities (NCDPI/AC 5.3)
- Participate in collaborative leadership to address educational problems (NCDPI/AC 5.4)

**Teaching Strategies:** Teaching strategies will include lecture, readings, class and online discussions, group work, inquiry projects, and program and research analyses. This course is being delivered via a “blended” distance education model (face to face and out-of-class or online meetings).

### **Evaluation Methods and Guidelines for Assignments:**

I will use the following scale to determine letter grades. . .

- A 95-99 points
- A - 90-94 points
- B + 87-89 points
- B 83-86 points
- B - 80-82 points
- C + 77-79 points
- C 73-76 points
- C- 70-72 points

Assignments for this course are as follows:

- **ATTENDANCE AND PROFESSIONAL PARTICIPATION** (20 points) (IRI/DPI 1.2, 1.4, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2; NCDPI/AC 1.1, 1.2, 1.5, 2.1, 2.3, 3.1, 4.1, 4.2, 5.3): Because this class is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class, that is, come to class on time, having completed and reflected on all readings (i.e., marking points that you would like to discuss and noting any questions that you would like to ask from the readings, and having completed thoughtfully all other assignments). Please monitor your participation in our class, that is, participating actively but not dominating discussion. You will earn 2 points for each of 10 face-to-face class sessions (not including our first and last face to face class) in which you meet the aforementioned expectations and the community expectations that we established on the first night of class. Your course project plan, article selections, and discussions in class count as part of this grade.
- **“JUST DO IT!” Course Project** (50 points) (IRI/DPI 1.2, 5.2, 5.3, 5.4; NCDPI/AC 1.4, 3.1, 4.1, 4.2, 4.4, 5.1, 5.3, 5.4 and other standards depending on nature of course project): As noted anthropologist Margaret Mead put it: *“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”* Anyone who is an educator knows we are working in challenging yet exciting times as educators. We are facing problems, challenges, or issues in literacy education that we have never faced before or, if we have faced them before, we are facing them anew, on a broader scale, or again and again. The purpose of this project is to give you the opportunity to use reading research and theory (from this course and from other sources

that you may locate) to begin to solve or address a SYSTEMIC problem, challenge, or issue in literacy education (that is, one that goes beyond your classroom walls). This project is a project of empowerment—rather than focusing on what needs to change and belaboring what is wrong in our schools or in literacy education in general, each one of us is going to “just do it” and begin to make positive changes in the field of literacy education. For this project, you will do the following:

- Identify a problem, challenge, or issue in the area of literacy education that is important to you and explain WHY this problem, challenge, or issue is important to you
- Consult a minimum of 5 QUALITY research-based or theoretically-driven sources (journal articles, books, book chapters, or web-based information) that address this problem, challenge, or issue
- Using these sources and, as applicable, other sources, materials, or people, design an intervention to begin to solve or address this issue. Either describe what you did or describe what you INTEND to do (and when you intend to do it) to solve or address this issue.
- Reflect on what you learned from doing this assignment AND from our course in general

Your project synthesis/paper will include the aforementioned bulleted points with a list of the references that you consulted. I would think that this project would be approximately 8-10 pages in length, including references. You are welcome to collaborate with another colleague or colleagues on this project. I will ask you to submit your IDEA for this project in a project plan halfway through the semester. You will share your work informally with your colleagues in our class on the last day of the course. This project will be evaluated as follows:

- Thorough and thoughtful inclusion of all aforementioned information from bulleted points (20 points)
- Project provides evidence of candidate’s learning and understanding of reading research, programs, and/or models (20 points)
- Quality of writing (10 points)
- **Book Buddies participation and informal sharing** (30 points) (IRI/DPI 5.2, 5.3; NCDPI/AC 4.3, 5.3, and other standards depending on text selected): Using the guidelines that we discuss in class and that you establish with your colleague(s), you will select ONE of the “book buddies” books listed on the syllabus and read it according to the schedule that you establish and that I provided on the course schedule. For each of four on-line classes, you will engage in an email conversation about what you read with either one or two other colleagues who are also reading this book (similar to a book club). At a minimum, each reading buddy is required to email your colleague(s) a response to the reading and to reply to your colleague’s or colleagues’ response(s). Each week, one of you will print out all email exchanges and keep them until the due date listed on the syllabus. On the date listed on the schedule, I would like for you to share informally (5-10 minutes) with all colleagues in our class your critique of the book that you read and what

you learned from reading and discussing it. You will earn full credit for this assignment if you: (a) write thoughtful email responses to your readings and to your colleagues that are indicative of your learning and understanding during the designated time periods, (b) give me a copy of all email discussions on the due date listed on the syllabus schedule, (c) are prepared to share what you learned from reading this book and discussing it, as well as a critique of your book, with your colleagues in our class on the date listed on the syllabus schedule, and (d) follow the expectations that we discuss in class and that you establish for this assignment.

- **Ph.D. Students Only--** For Ph.D. students taking this course, you need to (a) write a 3-5 page essay in which you describe how your work in this course contributed to your own research and/or future or current instruction at the university level and (b) read one additional “book buddies” text individually and write a 3-5 page critique (NOT a summary) of this text. These assignments are due along with your final exam/course project. If you choose not to complete these assignments, you will receive a one-letter grade deduction for the course.

### Required Texts/Readings/References:

- Garan, E.M. (2002). *Resisting reading mandates: How to triumph with the truth*. Portsmouth, NH: Heinemann.
- National Institute of Child Health and Human Development. (2000). *Summary Report of the National Reading Panel--Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.  
(To be downloaded, free of charge, from <http://www.nationalreadingpanel.org/Publications/summary.htm>. Be sure to download the SUMMARY REPORT).
- Stahl, S.A. & Hayes, D. A. (Eds.). (1997). *Instructional models in reading*. Mahwah, NJ: Erlbaum.
- ONE of the following texts to be read and discussed via online “Book Buddies”:
  - Allington, R.L. (2006). *What really matters for struggling readers: Designing research-based programs—2<sup>nd</sup> EDITION*. New York: Pearson/Allyn & Bacon.
  - Allington, R.L., & Cunningham, P.M. (2002). *Schools that work: Where all children read and write—2<sup>nd</sup> EDITION*. Boston: Allyn & Bacon.
  - Bean, R.M. (2004). *The reading specialist: Leadership for the classroom, school, and community*. New York: Guilford.
  - Farstrup, A.E., & Samuels, S.J. (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.
  - Flood, J., & Anders, P.L. (Eds.). (2005). *Literacy development of students in urban schools: Research and policy*. Newark, DE: International Reading Association.

- Garcia, G.G. (Ed.). (2003). *English learners: Reaching the highest level of English literacy*. Newark, DE: International Reading Association.
- Hammond, B., Hoover, M.E.R., & McPhail, I.P. (2005). *Teaching African American learners to read: Perspectives and practices*. Newark, DE: International Reading Association.
- Harwayne, S. (2000). *Lifetime guarantees: Toward ambitious literacy teaching*. Portsmouth, NH: Heinemann.
- Morrow, L.M., Gambrell, L.B., & Pressley, M. (2003). *Best practices in literacy instruction—2<sup>nd</sup> EDITION*. New York: Guilford.
- Padak, N.D., Rasinski, T.V., Peck, J.K., Church, B.W., Fawcett, G., Hendershot, J.M., Hentry, J.M., Moss, B.G., Pryor, E.B., Roskosk, K.A., Baumann, J.F., Dillon, D.R., Hopkins, C.J., Humphrey, J.W., & O'Brien, D.G., (2000). *Distinguished educators on reading: Contributions that have shaped effective literacy instruction*. Newark, DE: International Reading Association.
- Risko, V.J., & Bromely, K. (Eds.). (2001). *Collaboration for diverse learners: Viewpoints and practices*. Newark, DE: International Reading Association.
- Spear-Swerling, L, & Sternberg, R.J. (1996). *Off track: When poor readers become "learning disabled."* Boulder, CO: Westview.
- Strickland, D.S. & Alvermann, D.E. (Eds.). (2004). *Bridging the literacy achievement gap: Grades 4-12*. New York: Teachers College Press.
- Taylor, B.M. & Pearson, P.D. (Eds.). (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah, NJ: Erlbaum.
- Toll, C.A. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. Newark, DE: International Reading Association.

- Selected articles to be used for supplementary topical readings and course project

### Topical Outline:

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
1/10 Course Overview (Face to face class, Curry 238—5:00-6:50)			Locate an article that describes a reading program that claims to be "research-based." Download and read this article, bring a copy of it to our next class, and be prepared to critique the program and the research that supports the program

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
<p>1/17 Reading research, programs, and models (Face to face class, Curry 238, 5:00-6:50)</p> <p>Sign up for book buddies discussion</p>	<p>Research-based reading program article</p> <p><i>Instructional Models</i>, Chapter 1</p>		<p>Download the <i>National Reading Panel Summary Report</i>. Begin to read this report and the <i>Resisting Reading Mandates</i> text.</p> <p><b>ORDER BUT DO NOT READ</b> your “book buddies” text. <b>BE SURE</b> that you have 1-2 other colleagues in your class who are reading this book before you order it!</p>
<p>1/24 Scientifically-based reading research (ONLINE CLASS)</p>	<p>Read the <i>National Reading Panel Summary Report</i> and the <i>Resisting Reading Mandates</i> text.</p>	<p>Post a minimum of one comment on our Blackboard Discussion Board and respond to a minimum of one posting. Please post a reaction to one or both of your readings. Posting is due by 6:30 p.m. and response is due by 7:45 p.m. Please read all postings and responses before you come to class next week.</p>	

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
1/31 Scientifically-based reading research (Face to face class, Curry 238—5:00-6:50)	<p><i>National Reading Panel Summary Report</i></p> <p><i>Resisting Reading Mandates</i></p> <p>Blackboard discussion forum postings and responses</p>		Download, read, and bring to our next class an article or web resource that describes a reading program or intervention that is based on a “direct instruction” model of reading. Be prepared to critique this article and to detail why you think it is based on a direct instruction model of instruction.
<p>2/7 Direct Instruction models and programs (Face to face class, Curry 238—5:00-6:50)</p> <p>Book Buddies planning session</p>	<p><i>Instructional Models</i> Chapters 3 and 5</p> <p>Direct Instruction perspective article that you selected</p>	Please bring your Book-Buddies book to class. DO NOT READ IT!	Download, read, and bring to our next class an article or web resource that describes a reading program or intervention that is based on a psycholinguistic or whole language model of reading. Be prepared to critique this article and to detail why you think it is based on a psycholinguistic or whole language model of instruction.
2/14 BOOK BUDDIES DISCUSSION #1	1 <sup>st</sup> ¼ of book	Email discussion of book to be completed by 2/20 at latest	

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
2/21 Psycholinguistic and whole language models and programs (Face to face class, Curry 238—5:00-6:50)	<i>Instructional Models</i> , Chapters 10-11  Psycholinguistic or whole language perspective article that you selected	Course project plan due---Write a one-page summary of what you intend to do for your course project and why. List any questions about your project that you would like me to answer.	Download, read, and bring to our next class an article or web resource that describes a reading program or intervention that is based on a response-oriented or dialogic model of reading. Be prepared to critique this article and to detail why you think it is based on a response-oriented or dialogic model of instruction.
2/28 Response-oriented and dialogic models and programs (Face to face class, Curry 238—5:00-6:50)	<i>Instructional Models</i> , Chapters 12-14  Response-oriented or dialogic perspective article that you selected		Download, read, and bring to our next class an article or web resource that describes a reading program or intervention that is based on a sociocultural model of reading. Be prepared to critique this article and to detail why you think it is based on a sociocultural model of instruction.
3/7 NO CLASS: UNCG SPRING BREAK			
3/14 BOOK BUDDIES DISCUSSION #2 (ONLINE CLASS)	Read 2 <sup>nd</sup> ¼ of book	Email discussion of book to be completed by 3/20 at latest	

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
3/21 Sociocultural models and programs (Face to face class, Curry 238—5:00-6:50)	<i>Instructional Models</i> , Chapters 8-9  Sociocultural perspective article that you selected		Download, read, and bring to our next class an article or web resource that describes a reading program or intervention that is based on a cognitive apprenticeship or explicit explanation model of reading. Be prepared to critique this article and to detail why you think it is based on a cognitive apprenticeship or explicit explanation model of instruction.
3/28 Cognitive apprenticeship and explicit explanation models and programs (Face to face class, Curry 238—5:00-6:50)	<i>Instructional Models</i> , Chapters 4, 6, and 7  Cognitive apprenticeship or explicit explanation perspective article that you selected		Download, read, and bring to our next class an article or web resource that describes a reading program or intervention that is based on a balanced or eclectic model of reading. Be prepared to critique this article and to detail why you think it is based on a balanced or eclectic model of instruction.
4/4 BOOK BUDDIES DISCUSSION #3 (ONLINE CLASS)	Reading 3 <sup>rd</sup> ¼ of book	Email discussion of book to be completed by 4/10 at latest	

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
4/11 Balanced or eclectic models and programs (Face to face class, Curry 238—5:00-6:50)	<p><i>Literacy Collaborative: A Multiyear Analysis</i>— Download from <a href="http://www.lcosu.org/publications/MYA/multiyear.htm">http://www.lcosu.org/publications/MYA/multiyear.htm</a></p> <p><i>Data Supporting the Four Blocks Framework and Research on the Components of the Four Blocks</i> from <a href="http://www.wfu.edu/academics/fourblocks/research.html">http://www.wfu.edu/academics/fourblocks/research.html</a></p> <p>Balanced or eclectic perspective article that you selected</p>		Download, read, and bring to our next class an article or web resource that emphasizes the role of the TEACHER in teaching literacy Be prepared to critique this article and to discuss the role that the TEACHER should play in designing literacy instruction that meets that needs of all learners.
4/18 The role of the literacy teacher (Face to face class, Curry 238—5:00-6:50)	<p><i>Instructional Models</i>, Chapter 15</p> <p><i>The 6 Ts of effective elementary literacy instruction</i> from <a href="http://www.readingrockets.org/articles/96">http://www.readingrockets.org/articles/96</a></p> <p>Article that you selected that emphasizes the role of the teacher in providing literacy instruction that meets the needs of all learners</p>		
4/25 BOOK BUDDIES DISCUSSION #4 (ONLINE CLASS)	Read last ¼ of book	Email discussion of book to be completed by 5/1 at latest	

Topic and Date/Type of Class	Readings due	Written and other assignments due	On-line or independent assignment for last hour of face-face class (7:00-7:50) (as applicable)
5/2 Book Buddies sharing; Putting it all together; Last official class before final exam period; Course evaluations (Face to face class, Curry 238—5:00-6:50)		Copies of ALL Book Buddies emails due from ALL Book Buddies discussions  Be prepared for your “Book Buddies” sharing session (5-10 minutes per group)	Work on your course project.
5/9 Final Exam/Course Project: Course project sharing (Face to face class, Curry 332 NOTE ROOM CHANGE! —5:00-6:50)		Final exam/course project due  Be prepared to share your work informally (5-10 minute sharing with colleagues in the class about what you did and what you learned through this course project)	

### Other Information:

*Assignments*--As applicable, all of your assignments should be submitted on time, word-processed, spell-checked, checked for grammatical errors, and conform to APA (*American Psychological Association*) Handbook (5th edition) guidelines. All work submitted should be thoughtful, reflective of your learning as a graduate student, and reflective of the high standards that we should have for ourselves as educators. Points may be deducted from any assignments that do not meet these standards. I will deduct one point per day for any late work unless you have made prior arrangements with me IN WRITING to submit an assignment on an alternate date.

*Community Expectations*--We will be establishing our expectations of one another during the first class session. All participants are expected to follow these expectations throughout the course. In this class, we will create a learning community. In all aspects of our communications with one another, we will remain professional and helpful. In my role as a facilitator, I will guide and support your learning; however, you are responsible for your learning in this course. All class members will abide by the UNCG Academic Integrity Policy.

*Attendance and Participation*--The policy of the Department of Curriculum and Instruction is that 4 absences result in a failing grade for the course and that 2 absences result in a one-letter-grade deduction from your final course grade. Three tardies (arriving late or leaving early) equate to one absence.

*Course Support*--Handouts and lecture notes can be downloaded from the Blackboard platform ([blackboard.uncg.edu](http://blackboard.uncg.edu)) no later than the evening before class (and usually earlier). You will need to know your username and password for Blackboard. If you have difficulties, the website and system administrator have the information that you need to solve your problems. I am usually not able to help you with technical problems related to Blackboard. To access the library, please go to the UNCG Home Page ([www.uncg.edu](http://www.uncg.edu)) and click on the “Library” link. From there, go to the section for “Databases” or “Journal Finder” to locate articles.

## **Recommended Texts and or Readings**

### SELECTED WEBSITES

Center for the Improvement of Early Reading Achievement--  
<http://www.ciera.org/library/index.html>  
 International Reading Association-- <http://www.reading.org/>  
 Issues in Literacy Development--<http://www.eduplace.com/rdg/res/literacy/>  
 National Council of Teachers of English-- <http://www.ncte.org/>  
 National Reading Conference-- <http://www.oakland.edu/>  
 National Research Center on English Learning and Achievement--<http://cela.albany.edu/>  
 National Writing Project—[www.writingproject.org](http://www.writingproject.org)  
*Reading Online*-- <http://www.readingonline.org>  
 Read/Write/Think.org: [www.ReadWriteThink.org](http://www.ReadWriteThink.org)  
 The Literacy Web at the University of Connecticut--<http://www.literacy.uconn.edu/>

### SELECTED JOURNALS

*American Educational Research Journal*  
*Educational Psychologist*  
*Educational Leadership*  
*Educational Researcher*  
*Elementary School Journal*  
*English Journal*  
*Harvard Educational Review*  
*Journal of Adolescent and Adult Literacy*  
*Journal of Educational Psychology*  
*Journal of Literacy Research*  
*Language Arts*  
*Reading Research and Instruction*  
*Reading Research Quarterly*  
*Research in the Teaching of English*  
*The Reading Teacher*  
*Review of Educational Research*  
*Scientific Studies of Reading*  
*Voices in the Middle*

**Alignment with State and National Standards:** See course goals/objectives and assignments sections of this syllabus.