ED 704: Contemporary Issues in Literacy Research

This course is designed to critically examine current perspectives on literacy research in terms of theoretical frameworks, research methods, and implications for curriculum, instruction, and assessment.

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Class: Thursday, 1-4
Office Hours: By appointment

Course Objectives:

1. To critically examine current, multiple perspectives on different aspects of literacy development
2. To become familiar with major texts and articles in literacy research.
3. To develop an appreciation and awareness of different methodologies in examining literacy development.
4. To evaluate research and to develop a personal theory of action for reading improvement.

Course Format:

The course will combine mini-lectures and discussion. Lectures will highlight issues that cut across readings. Discussions will focus on an analysis of multiple perspectives in selected readings.

Readings:

All readings will be available on CourseTools. You will be responsible for downloading/reading articles and excerpts from Chapters following the schedule in the syllabus. Announcements will be made regularly through CourseTools.

Requirements of Course

1. Class participation. You are expected to attend class and actively participate in discussions.
2. All students are responsible for reading materials. Each week—no later than Tuesday—you are responsible for developing at least 1 question regarding your readings. The group leader(s) will collect questions, and frame the discussion for the week.
3. You will be required to write brief reviews of your readings following the syllabus.
4. You are required to write a 5-7 (double-spaced) paper that addresses the key question: Where have we gone right; where have we gone wrong; What do we need to do in the future.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>REQ. READINGS</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Introduction; overview</td>
<td>Read NRP (sections)</td>
<td>Bullet Summary of Findings</td>
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<td>January 10</td>
<td>The National Reading Panel Report</td>
<td>Pearson Stanovich Yatvin</td>
<td>Critique #1: 1-2 single spaced critique of NRP</td>
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<td>January 17</td>
<td>NRP (continued)</td>
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<td>Critique: #2 Theory of Action Why are children unsuccessful in learning to read?</td>
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<td>January 24</td>
<td>No Class</td>
<td>Alexander &amp; Entwisle Neuman Neuman Stanovich Hart &amp; Risley</td>
<td>Discussion Leaders (questions)</td>
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<tr>
<td>January 31</td>
<td>Environmental Factors</td>
<td>Stanovich Share Torgeson Shaywitz &amp; Shaywitz</td>
<td>Discussion Leaders</td>
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<tr>
<td>February 7</td>
<td>Instructional Factors</td>
<td>Barton &amp; Hamilton Taylor Delpit Michaels Moll</td>
<td>Discussion Leaders</td>
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<tr>
<td>February 14</td>
<td>Sociocultural Factors</td>
<td>Becker Rosenshine Au Phillips Heath</td>
<td>Discussion Leaders Critique #3; Instructional Design Features that Impact Student Learning</td>
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<tr>
<td>February 21</td>
<td>Effective Intervention</td>
<td>Lonigan Dickinson Scarborough</td>
<td>Discussion Leaders Critique #4: Contrast approaches to effective intervention</td>
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<td>March 6</td>
<td>Language Supports</td>
<td>Craig Goldenberg Vaughn</td>
<td>Discussion Leaders</td>
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<tr>
<td>March 13</td>
<td>Language Supports-</td>
<td>Ehri</td>
<td>Discussion Leaders</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Authors</td>
<td>Notes</td>
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<td>March 20</td>
<td>Word Recognition and Fluency</td>
<td>Hirsch, Palinscar, Oakhill, Anderson, Stanovich</td>
<td>Discussion Leaders, Critique #5: Skills associated with effective intervention</td>
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<tr>
<td>March 27</td>
<td>Comprehension</td>
<td>Parkinson &amp; Rowan, Borman, Rowan, Pinnell</td>
<td>Discussion Leader</td>
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<td>April 3</td>
<td>Effective interventions</td>
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<td>Final project due</td>
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<tr>
<td>April 10</td>
<td>Final Project</td>
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**Class 1—January 3**

The overall goal for today is to introduce you to the course and the learning goals embedded in the work we will do together

- The readings
- The syllabus including:
  - Goals of the course
  - How the assignments are tied to the goals
  - Calendar
  - How it all fits together
- What is scientifically-based research
  - What is knowledge and how we come to know something?
  - What role does research play in that?

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**Class 2—January 10**

National Reading Panel Report
Section 1—Readings

Class 3—January 17
NRP (CONTINUED)


DUE: Critique #1 NRP; Get ready to prepare: Create a theory of action for why children are unsuccessful in learning to read

Class 4—January 24

NO CLASS: WORK ON ASSIGNMENT

Class 5—January 31
Environmental Factors

READINGS


DUE: Paper due Critique #2

Class 6—February 7
Instructional Factors


Class 7—February 14

**Socio-cultural Factors in Learning to Read**


Class 8—February 21

**Effective Intervention**


Philips (?)

DUE: Critique 3

Class 9—March 6
Language Supports

READINGS


Due Critique #4

Class 10—March 13
Language Supports for Special Learners

READINGS


Class 11—March 20
Word Recognition and Fluency


Critique #5

Class 12—March 27
Comprehension


Class 13: April 3
Effective Interventions


Class 14: Final Project—

Your turn
BOOKS

You will need to purchase several books. I’d recommend going to Amazon for used books. These include:


GRADING

1. Class participation—25 points

Much of the learning that takes place in this course occurs within the context of class discussion and activities. Regular, prompt attendance and active participation in discussions are therefore essential to your learning. All assignments, including discussion questions, must be done at the times and dates outline above so that you are prepared to respond to all in-class requirements and to assume responsibility for group discussions.

You are welcome to bring in snacks and drinks, but **please no major food.**

2. Critiques—50 points

3. Final Project-25 points

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<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>85-89</td>
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<tr>
<td>B</td>
<td>80-84</td>
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<td>B-</td>
<td>75-79</td>
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<tr>
<td>C</td>
<td>70-74</td>
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Failing: Below 69