



## Kremen School of Education and Human Development

SYLLABUS FOR READING PROCESSES AND PRACTICES (LEE 278)	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: <a href="https://bbl-app.learn.fresnostate.edu">https://bbl-app.learn.fresnostate.edu</a>	Office Hours

### Introduction and Course Description

#### Catalog Description:

Understanding literacy processes through the investigation of current theories, issues, and practices.

#### Course Description:

LEE 278 is designed as the initial reading education course in the sequence of courses leading to the Reading/Literacy Added Authorization, the Reading/Literacy Leadership Specialist credential and/or the Master of Arts in Education with a concentration in Reading/Language Arts. The major focus of the course is the investigation and understanding of the reading process, various reading theories', and the instructional implications of those theories for K-12 language and literacy development. This will be accomplished through lecture, group analysis and discussion, and student led presentations and discussions. Special consideration is given to the relevance and instructional implications for the literacy development of linguistically and culturally diverse students.

#### Prerequisites

Students are required to be accepted in the Masters in Education with an option in Literacy Instruction.

## **Required Textbooks and Materials (Instructor may select a comparable text).**

Ruddell, R.B., & Unrau, N. J. (2004). *Theoretical Models and Processes of Reading*. (5<sup>th</sup> ed.). Newark: International Reading Association.

## **Course Goals and Primary Learning Outcomes**

### **Course Goals:**

The goal of this course is to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development.

To achieve this goal, students will:

1. Develop an understanding of the reading process through an analysis of major theories of reading as they relate to elementary and secondary school students;
2. Develop an understanding of the role of phonological and morphological structure in the development of language and the reading process;
3. Analyze the role of decoding and word attack strategies in the reading process;
4. Understand the role of language development, cognition, and learning in the processes of reading;
5. Compare different theories in terms of the role that vocabulary development plays in each of the theories;
6. Explain the role of the cueing systems in each theory of reading;
7. Understand meaning construction through the interaction of components of the reading process and be able to develop and implement activities and materials to help all students develop the strategies and skills to comprehend at all levels;
8. Explain the role of background knowledge in each theory of reading;
9. Learn about metacognitive processes and strategies and their role within each theory;
10. Analyze the role of linguistic, sociological, cultural, cognitive, and psychological bases in each; and
11. Become familiar with journals in the field of language arts education and of sources of information on current research.
12. Become familiar with Adult Learning Theory and informational texts.

### **Primary Learning Outcomes:**

Students will be able to:

1. Compare and contrast major theories of literacy and language development and their connections to research studies, instructional methods and materials, and K-12 curriculum frameworks;
2. Apply theoretical perspectives and scientific research in the design and implementation of instructional lessons to promote literacy success for elementary and secondary school students; and

3. Use theoretical perspectives and models to articulate a professional philosophy of the reading process as it relates to elementary and secondary school students, including linguistically and culturally diverse students.

## **Examinations and Major Assignments**

### **Assignment and Examination Schedule**

Date	Assignment	Points	Percentage of Grade
	Attendance/Participation	10	5%
	Reflective Questions/Comments	45	10%
	Group Presentation	20	20%
	Comparison Paper	80	30%
	Self-Analysis Paper	25	15%
	Quizzes & Exams	100	20%

#### **Attendance/Participation (10 points)**

A major course requirement is active participation, both oral and written, and regular attendance. Come to class prepared and ready to participate in class discussions. Students are also expected to participate fully in all activities in and out of class.

#### **Reflective Questions/Comments (45 points)**

Each week, prepare at least two questions, and one comment, or salient point concerning the reading. These may be handwritten. You will hand these in each week at the beginning of class. These will be graded as OK or not OK. Make a copy to use during the class discussions.

#### **Group Project Presentations (20 points)**

One article from the text will be presented by groups of 3 or 4 students to the class. Each student in the group will be responsible for presenting 6 to 10 minutes of the 30 minute presentation. Group presenters will write this activity as a “handout.”

#### **Comparison Paper (80 points)**

A 10-15 page, paper (typed, double-spaced, APA format) comparing and contrasting aspects of various theories of reading will be written.

## **Self-Analysis Paper (25 points)**

A 5-8-page summary of your teaching and learning in relationship to the reading theories discussed in class will be written. The paper is to be typed and double-spaced.

## **Quizzes and Exams (100 points)**

Three quizzes and one final exam will be given. These will be short answer questions that may include multiple-choice. The quizzes are worth 20 points each and the final exam to be taken during finals week is worth 40 points.

## **Grading**

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% (252 points) or better = A, 80-89% (224 points) = B, 70-79% (196 points) = C, 60-69% (168 points) = D, 59% (257 points) or below = F.

Late assignments will be assessed a 10% penalty for the first week and a 20% penalty thereafter.

## **Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## **Course Policies & Safety Issues**

**Work Submission Policy:** All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

**Study Expectations:** In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

## **University Policies**

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

[http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements\\_001.doc](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

### **Students with Disabilities:**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

### **Computers:**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

## Tentative Course Schedule

Date	Topic	Assignment
1	Course Orientation	Read Syllabus
2	Schema Theory	Read and Reflect
3	Transactional Theory	Read and Reflect Quiz #1
	Socio-linguistic Theory	Read and Reflect
5	Reading Systems Theory	Read and Reflect
6	Information Processing Theory	Read and Reflect
7	Automaticity Theory	Read and Reflect Quiz #2
8	Interactive Processing Theory	Read and Reflect
9	Socio Theory	Read and Reflect Quiz #3
11	Attitude Theory	Read and Reflect
12	Dual Coding Theory	Read and Reflect
13	Adult Learning Theory And Informational Text	Read and Reflect
14	Linking Theories with CA Common Core	Comparison Paper Due
15	Final Exam Week	Final Exam; Self-Analysis Paper Due