



The Reading Process: Theories and Implications
Course Number: RDG 667
Semester: Spring, 2014

Instructor: Dr. Susan Szabo
Office: Education South 226
Office Hours: Before or After class and by appointment
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COURSE INFORMATION

Prerequisite: Doctoral Standing

Materials: Textbook(s) Required:

1. Ruddell, R. B. & Unrau, N. J. (Eds.) (2004). *Theoretical models and processes of reading. (5th edition or 6th edition)*. Newark, DE: International Reading Association.
2. American Psychological Association. *American Psychological Association*. You need to make sure this is the 6th edition but 3rd printing. This is also found online at the library website.

Course Description:

In this course, an in-depth analysis of varied definitions and theories of reading including examination of implications for reading instruction.

Student Learning Outcomes:

1. Students will identify and analyze historical changes in the conception of reading and literacy. (Assignment #1 and #2)
2. Students will identify, analyze, compare, and analyze various processes of reading and literacy.(Assignment #1 and #2)
3. Students will identify, analyze, compare, and analyze various theoretical models of reading and literacy. (Assignment #1 and #2)
4. Students will become a more independent researcher and/or presenter. (Assignment #3)
5. Students will engage in evaluation of themselves on their progress as researchers/learners and set future learning/researching goals. (Assignment #4)

UNIVERSITY PROCEDURES/POLICIES

You need to make sure your myLeo email is correct, as that is the email that will be used to contact you. In addition, you need to check e-mail daily (or at least every two days!). Your myLeo account will only hold so many email, before it starts returning important emails.

All students enrolled at the University shall follow the tenets of common decency, civility, and acceptable behavior conducive to a positive learning environment. (See Policies and Procedures, Conduct). Your interactions and discussion comments should be professional—substantive and respectful. Although different viewpoints will be expected and encouraged, students should respond in a supportive and polite manner to one another. As in any professional environment, significant and/or confidential concerns should be communicated to the instructor in a private conference.

All cell-phones should be turned off or put on vibrate so they do not disrupt the learning environment.

Plagiarism is not tolerated. Please make sure you use APA formatting to site your references and reference anything that is not your own wording. Plagiarism can result in failing a course and dismissal from the doctoral program. Plagiarism is taking the ideas of others and presenting them as your own. Yes, you may share the ideas and words of another author-- if you cite them. If you use their words exactly (5 word rule), do so as a quotation and reference the page number. According to Texas A&M University-Commerce policy:

Effective September 1, 1996 Supplements System Policy 13.021. The university will not condone plagiarism in any form. The faculty, administration, and students are expected to uphold and support the highest academic standards in this matter. References: Prior ETSU Policies V C 1.3 and B-21 approved October 16, 1975; revised October 7, 1977 and January 19, 1990; Faculty Handbook, current revised edition.

ADA Statement - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

1. Attendance

Since this is an interactive seminar, attendance, and participation in class discussion and experiences are integral components of this course. Therefore attendance is important.

Since this class meets for a six-hour block, each class period is the equivalent of two weeks of classes. Therefore, it is important to arrive on time and remain until class is dismissed. If you must miss a class or arrive late due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class or arrive late due to an unforeseen excused absence or professional responsibility, email a message for the professor before class, then give the instructor a written plan for make-up work before or at the beginning of the next class session. You must discuss this plan with the instructor and gain her approval to receive make-up credit. Each unexcused absence—or excused absence without a written plan for make-up work and completion of the plan--will lower final average scores by 1.00. Each unexcused late arrival—or excused late arrival without a written plan for make-up work and completion of the plan--will lower average scores by .25. For a definition of an excused absence/late arrival, please see the Texas A&M-University Catalog. 25% of total grade -- Therefore, it is critical to your success that you attend every class, arrive on time, and read and respond to assignments. In addition, you must be prepared to share written and oral responses and discuss, question, critique, extend assigned readings/assignments and engage in interactive learning experiences. Some readings/topics/models may require posting responses to e-college and/or e-mail communication. **If your work is not made up, you will get a grade lower than your assignments earned.**

2. Facilitate exploration/understanding of specific topics:

You will need to plan a BD strategy for us to use while you we read the chapter you are facilitating. Each group will develop several after strategies/activities that will help us use the information learned in the chapter. You also need to look carefully at the Questions at the end of the Introduction for each section. These questions should be included in your after activities.

This does not mean that you only read the chapters you facilitate. Everyone must read every chapter so they are to interact and contribute to our discussion during the After activities. The After activities are planned by the facilitating team.

The class session prior to the topic you share and facilitate, you will provide/share a format/framework for response to readings (each chapter) because everyone is responsible for reading ALL of the chapters and responding to them. **BE SURE TO READ THE INTRODUCTION TO THE PARTICULAR SECTION YOU ARE SHARING. THE INTRODUCTION PROVIDES VALUABLE INFORMATION AND THOUGHTFUL QUESTIONS.**

Your exploration(s) should include, but not be limited to:

- a “pre” that activates schema for your genre/topic and aids classmates in book selection. Be sure to provide a handout that provides information concerning readings and responses and the format/framework that responses should be in.
- exploration of the topic/readings/models via an engaging, teaching/learning/discussion strategy. This exploration should utilize the reading responses that classmates have brought and/or knowledge

gleaned/questions arising from the reading. (In other words . . . not a lecture). (Note: While Powerpoint is a valuable tool and demonstrates technological expertise and is an effective way to share key information, just showing/sharing a Powerpoint presentation is not considered an interactive teaching/learning/discussion strategy). Be sure to utilize an interactive instructional/learning strategy and anything else that extends, refines, elaborates, provokes thought!!

- You need to provide a brief closure involving a “revisiting” of the “things to remember” and a brief discussion of the key points of your topic/readings/models.
- You need to provide the class with both information on your author (why should we listen to him/her). What are their qualifications?
- You also need to provide the class with a write-up of your After strategies and step-by-step on how to use them. This can be downloaded to eCollege.

25% of total grade -- The division of topics/readings/models will be determined the first class meeting. Each class meeting, you will implement innovative content reading lessons/explorations on your topics/readings that facilitate peer reading, discussion, and reflection using unique pre, during, and post reading strategies.

3. Your Own Research/Professional Development –You can do one of several things depending on what you need to do for residency.

- a. Write a paper about an intervention you have done in your classroom for publication.**
- b. Write a proposal for Bill Martin Symposium.**
- c. Read 10 new articles for your dissertation literature review.**
- d. Attend Bill Martin and write a short summary on your day and what you learned.**

25% of total grade – Your idea can be anything related to literacy. These must go through the writing/editing process. You will present what you are doing and why in class on the 3rd of class. During your self-evaluation you will write what you learned along the way.

4. Self-Evaluation- First, you will reflect on your participation and knowledge growth by critically thinking about the course objectives. Write ½ to 1 page on your knowledge growth pertaining to each objective. Second, reflect on your participation during class and your attitude toward course work, reading and strategies. Third, reflect on your knowledge growth for completing your own research and submitting it for publication or presentation to the BMJ.

25% of total grade – This should be a critical thoughtful reflection of your growth, learning and professionalism.

Grading

A (5) = All objectives met. All course requirements completed with the highest degree of quality, initiative and impact–exceptional quality. Continually demonstrated the highest degree of professionalism, dedication, responsibility, and initiative in all situations

including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

B (4) = All objectives met. All course requirements completed with high quality. Demonstrated highest to high degree of professionalism, dedication, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

C (3) = All objectives met. All course requirements met with substantial to minimal degree of quality. Demonstrated a high/substantial degree of professionalism, dedication, and initiative including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

D (2) = 80% or more of objectives met with minimal degree of quality. May have demonstrated lapses in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality.

F (1)= Less than 80% of objectives met with minimal degree of quality. May have demonstrated deficiencies in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality.

COMMUNICATION AND SUPPORT

Interaction with Instructor: This is a face2face course. However, if you need any help, please email me for assistance.

COURSE CALENDAR

We will determine who will be the facilitator of each chapter and then a calendar will be emailed to you and uploaded to eCollege.