



# **ECE 697/EDCI 690/RDG 692**

## **Learning to Read**

### **COURSE SYLLABUS: SUMMER II 2014**

**Instructor:** David L. Brown, Ph.D.  
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## **COURSE INFORMATION**

### **Class Meetings:**

<b>July 07</b>	<b>Monday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 09</b>	<b>Wednesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 14</b>	<b>Monday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 16</b>	<b>Wednesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 21</b>	<b>Monday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 23</b>	<b>Wednesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 28</b>	<b>Monday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 30</b>	<b>Wednesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>Aug 04</b>	<b>Monday</b>	<b>5:00 PM – 9:00 PM</b>
<b>Aug 06</b>	<b>Wednesday</b>	<b>5:00 PM – 9:00 PM</b>

Materials – Textbooks, Readings, Supplementary Readings:

### **Textbook(s) Required:**

Barone, Diane M. & Mallette, Marla H. (2013). Best Practices in Early Literacy Instruction, The Guilford Press (ISBN: 978-1462511563)

Samuels, Jay S. & Farstrup, Alan E. (2011). What Research Has to Say About Reading Instruction, 4<sup>th</sup> Edition, International Reading Association (ISBN: 978-0872078291)

### Recommended Texts:

Kamil, Michael, and et al (2000) Handbook of Reading Research, Volume III, Lawrence Erlbaum Associates, Mahwah, New Jersey.

Doughty, Catherine & Long, Micheal (2005) The Handbook of Second Language Acquisition, Blackwell Publishers.

Neuman, Susan and Dickerson, David (2011) Handbook of Early Literacy Research, Guilford Press, New York.

### Prerequisite:

Doctoral level standing or consent of instructor

### Course Description:

This course is designed to critically examine early literacy research from historical and contemporaries perspectives. Historical and Contemporaries Perspectives are considered in terms of theoretical framework, research methods, and implementation for curriculum and assessment. This course is framed around the question, "What early literacy research has made a difference?" Students will examine classic research to determine the conceptual perspective, the mode of inquiry, and the influence on practice.

### Student Learning Outcomes:

1. The student will understand how literacy research has influenced primary classroom practice.
2. The student will become familiar with classic and contemporary research that has influenced beginning reading.
3. The student will examine the link between language development and reading acquisition.
4. The student will examine major theories and approaches to Beginning Reading Instruction.
5. The student will become familiar with the critical factors that influence and contribute to children's acquisition of reading and writing development.
6. The student will become familiar with ways to assess and monitor the literacy development or young children.

# COURSE REQUIREMENTS

## Instructional / Methods / Activities Assessments

- 1. Attend every class and be prepared to discuss, question, analyze, critique, and debate** assigned readings, special topic readings, and other class assignments. Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance to class, coming to class prepared by having read the assigned readings; formulating questions for class discussion; active participation during in-class activities and discussions; and displaying professional conduct during class.
- 2. Reflective Responses and Leading of Discussions of Assigned and Selected Readings.** Much of our class interaction will center on your responses to the professional readings. It is vital that each of you come to class having read and responded to the assigned and selected readings. These responses will take a variety of forms. **Note.** As you respond to the readings, make connections across readings (those of this course and of other courses). Raise questions and challenge the author, attempting to answer many of your questions and supporting your challenges with evidence. Synthesize and analyze rather than simply summarize.
- 3. Presentation:**  
Become a **special topic expert and presenter**. Prepare a power point presentation on a Literacy topic that actively involves your audience and incorporates theoretically sound learning principles based on contemporary or historical research. Topics should be selected from the following: **Language and its prominence in reading, the importance of the early years, the importance of the instructional method, the structural nature of story grammar, Early intervention, struggling readers, comprehension research, current perspectives on Beginning Reading, Historical look at Beginning Reading, and Home Influences on Reading.** Leaders of special topic presentations should begin by showing their passion or interest in this topic. Additionally, presenters should share their perspectives on the historical underpinnings or foundational research on this topic. Also, presenters should discuss the social/political influences that might have affected this topic. Presenters should try to help the audience to understand the gaps in the literature on this topic and suggest future research needs on this topic. Finally, presenters should provide essential readings of research on this topic. Students will be provided with 30-45 minutes to share information on their special topics

## Historical & Contemporary Literacy Research Topics and Selected Readings:

### **1. Language and its Prominence in reading Instruction**

Read: Goodman, "Reading: A Psycholinguistic guessing game and other prominent studies on this topic"

Read: Gordon Wells, "The Meaning Makers: Children learning language and using it to learn"

Read: Situated Language and Learning – GEE.

Read: Courtney Cazden Classroom Discourse: The Language of Teaching & Learning.

## **2. The Importance of the Early Years**

Read: Durkin, "Children Who Read Early".

Read: Don Holdaway, "The Foundations of Literacy".

Read: The Roots of Literacy - Yetta Goodman - ED214142

Read: Charles (1971) Preschool Children's Knowledge of English Phonology, Harvard Educational Review, Volume. 41, P. 1-34.

Read: Ferrerio, E. & Teberosky, A. (1982) Literacy Before Schooling Portsmouth, NH, Heinemann

Read: Teale, W. & Sulzby, E. (1986) Emergent literacy: Writing and Reading, Norwood, NJ, Ablex Publishing.

## **3. The Importance of the Instructional Method**

Read: Bond & Dykstra, "First Grade Studies", the study is available on the International Reading Association Webpage.

Read: S. Jay Samuels, "What Research Says About Fluency?" IRA, Publication.

Read: Chall, "Reading: The Great Debate".

Read: Timothy V. Rasinski, "The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension.

Read: Timothy v. Rasinski, "The Fluent Reader(2<sup>nd</sup> Edition): Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension.

Read: Timothy V. Rasinski, Gay Fawcett, Kristin Lems, Robert Ackland, "The Fluent Reader in Action, A Rich Collection of Research-Based, Classroom-Tested Lessons and Strategies for Improving Fluency and Comprehension.

## **4. The Structural Nature of Narrative Text**

Read: Stein and Glenn, "An Analysis of Story Comprehension in Elementary School Children" J.M. Mandler: On the Psychological Reality of Story Structure.

Read: Arthur Applebee – The Child Concept of Story: Ages two to seven.

Read: Pellegrini, A, & Galda, L (1982) The Effects of Thematic – Fantasy Play Training on The Development of Children's Story Comprehension.

## **5. Early Intervention**

Read: Clay, "The Early Detection of Reading Difficulties"

Read: Catherine Snow, "Preventing Reading Difficulties"

Read: Reading: The Patterning of Complex Behavior, Marie Clay.

## **6. Struggling Readers**

Read: Allington & Johnston, "Characteristics of Exemplary 4<sup>th</sup> Grade Instruction"

Read: Allington & Cunningham, PM (2007) "Schools That Work: Where Children Read and Write", (3<sup>rd</sup> Edition) New York: Long ham

## **7. Comprehension Research**

Read: Durkin, "What Classroom Observations Reveal about reading Comprehension Instruction"

Read: Nell Duke & S. Zimmerman (Mosaic of Thought) 1997.

## **8. Current Perspectives on Beginning Reading**

Read: Marilyn Adams, "Beginning to Read Thinking and Learning About print"

Read: National Reading Report

Read: Early Reading First

Read: Michael Presley – Effective Beginning Reading Instruction.

### **9. An Historical Look at Beginning Reading**

Read: Morphett & Washburne, "When Should Children Begin To Read".

Read: Nila Blanton Smith, "American Reading Instruction".

Read: Mary Jo Fresch, "An Essential History of Current Reading Practices" International Reading Association.

### **10. Home Influences on Reading & Writing**

Read: Denny Taylor, "Family Literacy: Young Children Learning to Read and Write"

Read: Denny Taylor & Dorsey Gaines, "Growing Up Literate: Learning from Inner City Families"

Read: Shinley Brice Heath, "What No Bedtime Story Means: Narrative Studies at Home and School"

Read: "Ways With Words: Language Life and Work in Communities and Schools"

Read: Hart & Risley (1995) Meaningful Differences in the Everyday Experiences of Young American Children.

### **11. Impact of Emerging Technologies on Young Children. What are the Implication for Teaching and Learning?:**

Read: Failure to connect: How Computers affect our Children's Minds: And What we do About it – Jane Healey.

Read: The Flickering Mind: Saving Education From the False promise of Technology.

Read: What Video Games have to teach us About Learning and Literacy? James Paul Gee.

Read: Children in a Digital Age: The Role of Entertainment Technologies in Children's Development.

Read: In Minds of Babes: How Screen Time Affects Children Birth to Age Five. – Lisa Guernsey.

Read: Children's Learning from Educational Television. – Steven Fisch.

### **12. English Language Learners:**

- Garcia, Eugene, & Frede, Ellen, "Young English Language Learners, Teachers College Press, 2010, New York .
- Guadalupe V, Capitelli, S, Alvarez, L, " Latino Children Learning English: Steps in the Journey," Teachers College Press, 2010, New York.
- Garcia, O, & Kleifgen, Jo Anne, " Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners, 2010, Teachers College Press, New York.
- Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice. – Linda Espinosa
- Developing Literacy in Second – Language Learners: Report of the National Literacy Panel on Language – Minority Children & Youth – Diane August & Timothy Shanahan.
- Educating English Language Learners: A Synthesis of Research Evidence – Kathryn Lindholm Leary & Fred Genesee.
- One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language – Patton O. Tabors.
- Eugene E. Garcia, Ellen C. Frede,(2010), "Young English Language Learners: Current Research and Emerging Directions for Practice and Policy", Teacher's College Press, New York.

**4. Classic Research Log:**

Students will complete a **classic research log** containing **classic** and contemporary publications that have influenced classroom practice and the development of policies and programs in education. Must have a minimum of 20 citations. (30 pts)

**5. Doctoral Exam Questions:**

Each Student will provide a written response to **2 (two) doctoral level qualifying examination** questions and submit to the instructor for review and feedback.(100 pts)

**6. Eminent Scholar Presentation:**

Each student will select major publications and research by an eminent scholar in the area of beginning reading. The students will compile a PowerPoint presentation that reflects the major accomplishments of this scholar to the field of literacy. Additional information regarding specific requirements will be provided by the Instructor at a later date.

**7. Chapter Presentation:**

You will have the opportunity to lead a discussion of Key Ideas from chapters in the textbooks. Each student will select chapters from the textbooks and develop a 2-3 page (PowerPoint presentation) and summary of the key ideas. The student will provide copies of the (power point) handout for each class members, during their presentation. Students are strongly encouraged to actively engage class members in their presentation.

**Guidelines for Chapter Presentations**

1. Please remember to bring copies of your handout materials during the Chapter Presentation.
2. If you choose to use the PowerPoint projector, please arrive early and check to see if you are able to open your file
3. Please plan to share the key ideas orally, but do not read the information, but, discuss with the class.
4. Try to keep within your 20 – 30 minutes time period. However, if you have to extend the time period, we have some additional time that must be used strategically.
5. Finally, please actively engage the class in understanding the key ideas within the chapter.

**Grading:**

Presentation on Special Topic	-	100 pts
Doctoral Exam Questions (2 @ 50)	-	100 pts
Classic Research Log	-	30 pts
Class Participation	-	10 pts
Chapter Presentations	-	60 pts
Eminent Scholar Presentation	-	100 pts
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Total	-	400 pts

## TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

## ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

## COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

*Participation & Communication:* Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email ([David.Brown@tamuc.edu](mailto:David.Brown@tamuc.edu)) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website (<http://drbrownece697.weebly.com>) for individual assignments.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures:

**Lecture and readings:** Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

**Citizenship:** All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

**Late Work:** Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.



Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

**Attendance:** Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 5:00 PM until 9:00 PM every Monday and Wednesday unless noted otherwise by the instructor. If you must miss a class 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 due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

**Cell Phones/Computers:** Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

## **ADA Statement**

### **Students with Disabilities:**

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

### **Websites for Beginning Reading:**

1. The Center for the Improvement of Early Reading Achievement (CIERA)

<http://www.ciera.org/>

2. International Reading Association: Literacy Development in the Preschool Years

[http://www.reading.org/Libraries/position-statements-and-resolutions/ps1066\\_preschool.pdf](http://www.reading.org/Libraries/position-statements-and-resolutions/ps1066_preschool.pdf)

3. National Institute for Early Education Research (NIEER)

<http://nieer.org/>

4. Institute of Education Sciences: What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

In recent years, unprecedented attention has been focused on early literacy. Federal, state, and local initiatives are taking on the challenge of improving reading achievement with literacy programs involving families, local schools, and communities. Young children with disabilities and their families need to be part of these initiatives. Evidenced-based practices for teaching literacy skills to all young children can also inform literacy initiatives for young children with disabilities.

## Office of Special Education Programs (OSEP)-Funded Early Literacy Resources

### [All Children Can Read](#)

This Web site was designed by the National Consortium on Deaf-Blindness (NCDB) to provide information and resources to state deaf-blind projects, teachers, family members and related service providers interested in beginning or enhancing literacy instruction for children who have combined vision and hearing loss and children with other complex learning challenges. It contains sections on [Early Emergent Literacy](#) and [Emergent Literacy](#). NCDB is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). (*posted January 26, 2012*)

### [Center for Early Literacy Learning \(CELL\)](#)

CELL is a research-to-practice technical assistance center funded by OSEP to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. [CELL products](#) include practice-based research syntheses and summaries, evidence-based practice guides, and tool kits.

### [Reading Rockets - Launching Young Readers](#)

Reading Rockets is a national multimedia project at WETA funded by OSEP to provide accurate, accessible information on how young children learn to read, why so many struggle, and how caring adults can help. The Reading Rockets Web site provides a wealth of reading strategies, lessons, and activities designed to help young children learn how to read and read better. [A Chance to Read](#), the ninth episode in Launching Young Readers, focuses on the challenges that young children with disabilities face in learning to read.

## U.S. Department of Education's Early Literacy Resources

### [What Works Clearinghouse \(WWC\) - Early Childhood Education](#)

The WWC provides high-quality reviews of the effectiveness of replicable educational interventions. The Early Childhood Education reviews focus on curricula and practices designed for use with 3- to 5-year-olds to develop cognitive and language competencies associated with school readiness. A number of these relate to early literacy.

### [Doing What Works \(DWW\) - Preschool Language and Literacy](#)


The DWW Web site is dedicated to helping educators identify and make use of effective teaching practices. Much of the DWW content is based on reports from the What Works Clearinghouse (WWC). The Early Childhood Language and Literacy section focuses on two recommended practice areas: develop phonological awareness skills; and utilize interactive and dialogic reading practices to improve language and literacy skills.

## [Helping My Child Read - Reading Resources](#)

These resources provide parents with tools, practical lessons, and activities to help their children build early language and literacy skills.

### **Position Statements**

## [Learning to Read and Write: Developmentally Appropriate Practices for Young Children](#)



This joint position statement of the [National Association for the Education of Young Children](#) (NAEYC) and the [International Reading Association](#) (IRA) was issued in 1998 to provide guidance to teachers of young children in schools and in early childhood programs (including child care centers, preschools, and family child care homes) serving children from birth through age 8 years. See also  [Where we Stand on Learning to Read and Write](#) (2009), what research reveals and policy recommendations.

## [Literacy Development in the Preschool Years](#)



This position statement from the [International Reading Association](#) (IRA), adopted in 2005, highlights the importance of preschool; the nature of language development and literacy-based instruction in quality preschools; what to aim for in preschool teachers' preparation and professional development; and recommendations for preschool educators, early childhood and elementary educators, public school boards, teacher educators, policymakers, and community leaders.

### **Other Programs and Resources**

#### **Developing Early Literacy: Report of the National Early Literacy Panel, A Scientific Synthesis of Early Literacy Development and Implications for Intervention (2009)**

-  [Executive Summary](#)
-  [Full Report](#)

See also, Cornerstones: An Early Literacy Series - based on findings from the National Early Literacy Panel's report.

-  [Early Beginnings: Early Literacy Knowledge and Instruction](#) (2009)
-  [Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers](#) (2010)

## [Lead for Literacy](#)

This initiative of the Language Diversity and Literacy Development Research Group at Harvard University will provide 16 memos for leaders dedicated to children's literacy development from birth to age 9. Topics will range from assessment to professional development to family partnerships.

## [Washington Learning Systems](#)

Washington Learning Systems provides evidence-based programs to promote early literacy, language, cognitive, and social development. Materials are available in multiple languages. Free [parent-child materials](#) in the preschool and birth-to-three age range and "ON-THE-GO" activities (for use during car rides, walks, bus rides, etc.) are available online. These materials complement the "[Language is the Key](#)" evidence-based early literacy video programs, which can be previewed online. (downloaded 11/11/11)

## [ZERO TO THREE](#)

ZERO TO THREE offers a [collection of resources for families and professionals related to early language and literacy](#). (downloaded 11/08/10)

## [Get Ready to Read!](#)

(GRTR!) is a national program that provides research-based strategies to parents, early education professionals, and child care providers to help build the early literacy skills of preschool-aged children. GRTR is an initiative of the [National Center for Learning Disabilities](#). (downloaded 11/11/11)

## [The Division on Early Childhood](#)

(DEC) publishes a [Young Exceptional Children Monograph Series](#), which is available for purchase online. Scan down to No 7: Early Literacy, Horn and Jones (2005). (downloaded 11/11/11)

## [The National Center for Family Literacy](#)

NCFL is a non-profit organization supporting family literacy services through programming, training, research, advocacy, and dissemination.

### References

National Reading Panel. Report of the National Reading Panel: Teaching Children to Read: *An Evidence- Based assessment of the scientific Research Literacy on Reading and its implications for Reading Instruction*. Washington, D.C: National Institute of Child Health and Human Development/National Institute for literacy, 2000.

Adams, M. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge: MA: MIT Press

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