06.678 History, Research and Contemporary Issues in Reading Instruction (and Literacy)

Fall 2011  Mondays  4 – 6:30 pm

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Conceptual Framework

The Graduate School of Education contributes to the missions of the University of Massachusetts of Lowell by developing professionals who help transform educational environments through leadership roles. The central tenets of the conceptual framework are Excellence, Equity, Inquiry and Collaboration. The Graduate School of Education’s commitment to Education for Transformation produces graduates who:

* Demonstrate excellent knowledge, judgment and skills in their professional fields
* Promote equity of educational opportunity for all learners
* Collaborate with other educators, parents and community representatives to support educational excellence
* Use inquiry and research to address educational challenges

(The course plans and requirements are an adaptation of Dr. Elizabeth Bifuh-Ambe’s 06.678 course. I am teaching this course while she is on sabbatical)

Purpose and Goals of the Course

The goals of this course are three-fold. First, it is to develop an understanding of the history of reading instruction and literacy in the United States and how it may impact views of reading and literacy today. Second, it is to consider how reading research has informed thinking about our understanding of reading, reading instruction, curriculum and assessment. Finally, it is to examine contemporary issues as they relate to this history and research. To accomplish these goals, students will do assigned readings, develop and maintain written assignments related to the readings, do presentations based upon independent research and writing, and complete long-term written projects. In doing this work, the student should develop skill in doing analytical reading of these types of material as well as habits of scholarly inquiry and writing. It also may be possible to formulate plans for further research.

Assignments

1. Textbook Readings and Related Assignments (25%)

   Historical Texts:

   Each week students will generate a 1 page written response and 5 questions to the reading that will guide class discussion. These responses should be submitted in the course portfolio.
Research Readings:

Each week students will write a 1 page response identifying the point of view, the findings and the conclusions of the readings from the research handbook. A ½ to 1 page response with questions for further research also is required. This work should be submitted in the course portfolio.

Timeline:

From the readings that you do for this class, please develop a timeline that shows parallel development of instruction and research in reading/literacy. The format for the timeline is your decision.

2. Decade x 2 Project(25%)

Each student will select one pair of decades beginning in 1900(i.e. 1900-1920; 1920-1940; 1940-1960; 1960-1980; 1980-2000; 2000-present). You will conduct a review of the history of reading/literacy education in that period. This review will address the following questions: What were the major issues, the curriculum thrusts, the approaches? What ties can you see to the past? What became groundwork for the future? Present your findings to the class. Please prepare a written outline of your findings for other students, the professor and the portfolio. How do your presentation will be your decision. (See suggested readings for decades x 2 project at the end of the syllabus).

3. Contemporary Issue Paper/Literature Review and Presentation(25%)

You will select a contemporary issue in reading/literacy instruction that is of interest to you. (See Reading Today “What is Hot, What is Not?”) You will read a minimum of ten different selections on this topic and conduct a critical review and analysis of research related to the topic. Your review may contain the following sections. A) Statement of the Issue/Rationale B) Summary/Synthesis of the Literature C) Connections to History, Connections to Reading/Literacy Research (past or future), and Implications for curriculum D) Directions for Future Research C) Conclusions. You will present your review by Powerpoint to the class. Please have a 1 page outline for other students. Please try to find both theoretical and empirical research for the paper.

4. As students progress through the course, they should be developing potential research questions. These questions should be submitted in the portfolio. (25%)

Submission of Assignments

All work will be typewritten and submitted in a portfolio at the end of the semester. When appropriate, written work should follow APA guidelines as presented in the Publications manual of the American Psychological Association (6th Edition). How you organize your portfolio is at your discretion.
suggest, however, that you keep it simple and in a format that will serve you as you proceed through
your doctoral studies.

Course Guidelines

The class offers you an opportunity to think about and to explore important ideas and issues in
reading and literacy. Learning in this class relies heavily on the timely completion of your work as well
as class participation. The structure of this class requires a very task-oriented approach to the work or
you will not benefit from the reading and other assignments. The class offers you the opportunity to
gather a great deal of understanding about reading and literacy if you attend and stay on schedule with
the work. If you miss class, please check with a classmate about the work that was done during that
class meeting. Grades are earned in accordance with UML standards. Please do your best to organize
your presentations and written work so that it is professional in nature.

Required Texts: (available in South Campus UML bookstore)

Smith, N.B. (2002) *American Reading Instruction.* Newark, DE. International Reading Association

Reading Association


Other Readings:

Pearson Education.

Reading Association.

Adams, M.J. (1990) *Beginning to read: Thinking and Learning about Print.* Cambridge, MA. The MIT
Press.

Suggested Readings for the Decades x 2 Project:

Cavallo, G. and Charger, R. (EDs) (1999). *A history of reading in the West.* Boston, MA. University of
Massachusetts Press.


Chicago Press.
Other Suggested Readings:


Other Helpful Sources including Internet Sites:

History of Reading Special Interest Group, IRA
www.historyliteracy.org

A Brief History of Reading
www.liveline.com/whatis/history.htm

The Reading Experience Database 1450_1945
Reading in America, 1800-2000

Center for the History of Print Culture in Modern America
History of Literacy Special Interest Group of the International Reading Association
http://www.literacy.org

Herbert Hoover Presidential Library and Museum
Library History Round Table of the American Library Association

SHARP (Society for the History of Authorship, Reading ad Publishing) web
State Historical Society of Iowa Archives
University of Iowa Center for the Book

University of Iowa Libraries: Seminars on Historical Research
University of Iowa Special Collections, including Iowa Women’s Archives
Course Calendar:

9/12  Introduction, Overview of Course, Syllabus and Assignments

9/19  Readings and Discussion
      History: Smith 1,2,3
      Research: Handbook 1, 3

9/26  Readings and Discussion
      History: Smith 4,5,6,7
      Research: 5, 27

10/3  Readings and Discussion
      History: Smith 8,9
      Research: Handbook Part 3 Choose 1

10/10 University Closed

10/17 Decaded x 2 Project Due
      Class Presentation

10/24 Discussion on Contemporary Issue Work
      Research: Handbook Part 2 Choose 1

10/31 Mike Deasy

11/7  Jennifer Bauer
      Research: Handbook 19

11/14 Reading and Discussion
      History: Fresch 2,3,8
      Research: Handbook 24,25

11/21 Reading and Discussion
      History: Fresch 4.5.11
      Research: Handbook 29

11/28 Katy Covino

12/5  Contemporary Issues Project Due
      Class presentations

12/12 Portfolio Due