



**SURVEY OF READING RESEARCH**  
**C&I 6033.001**

Professor Rosalind Horowitz

College of Education and Human Development  
1604 Campus  
The University of Texas at San Antonio

Spring, 2008

## SURVEY OF READING RESEARCH

And so to completely analyze what we do when we read would almost be the acme of a psychologist's achievements, for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all its history.

(E.B. Huey, 1908, p.6)

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**Spring 2008**

**Monday, 5:30 to 8:15 p.m.**

**Survey of Reading Research**

**Graduate Level Seminar**

**Classroom: MS 2.03.10**

**Phone: Downtown (210) 458-2672**

**Phone: 1604 Campus: (210) 458-5969**

**Rosalind.Horowitz@utsa.edu**

**Office hours: Before class, during the break, and by appointment**

**Dr. Horowitz**

**The University of Texas at**

**San Antonio**

**Office Downtown: DB 3.224**

**Office 1604: MB 2.212, Carrell # 7**

**E-mail:**

### **Texts Required**

Booth, W.C., Colomb, G.G., & Williams, J.M. (2003). *The craft of research* (2nd ed.). Chicago: The University of Chicago Press. (Paperback)

Ruddell, R. B., & Unrau, N.J. (2004.). *Theoretical models and processes of reading* (5<sup>th</sup> ed.). Newark, DE: International Reading Association. Available in paperback copy.

Horowitz, R. (2007). *Talking texts: How speech and writing interact in school learning*. Mahwah, NJ: Erlbaum.

### **Manual Required**

American Psychological Association. (2002). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author. Latest edition required.

### **Recommended and available in the bookstore**

Horowitz, R., & Samuels, S.J. (Eds.). (1987). *Comprehending oral and written language*. San Diego, CA: Academic Press.

Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York: HarperCollins Publishers.

**Supplementary sources (for use with research), listed alphabetically**

- Barr, R., Pearson, P.D., Kamil, M., Mosenthal, P. (Eds.). (1996). *Handbook of reading research* (Vol. 2). Mahwah, NJ: Erlbaum.
- Flood, J., Jensen, J., Lapp, D., & Squire, J. (2003). *Handbook of research on teaching the English language arts*. Mahwah, NJ: Erlbaum.
- Horowitz, R., & Samuels, S.J. (1987). *Comprehending oral and written language*. San Diego, CA: Academic Press.
- Kamil, M., Mosenthal, P., Pearson, P.D., & Barr, R. (2000), *Handbook of reading research*.\_(Vol. 3). Mahwah, NJ: Erlbaum.
- Otero, J., Leon, J.A., & Graesser, A.C. (2002). *The psychology of science text comprehension*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Pearson, P.D., Barr, R., Kamil, M., Mosenthal, P. (1984). *Handbook of reading research* (Vol 1). New York: Longman.
- Pearson, P.D. (2007). An historical analysis of the impact of educational research on policy on practice: Reading as the illustrative case. In Rowe, D.W. et al. (Eds.). 56<sup>th</sup> Yearbook of the National Reading Conference. (pp. 14-40). Oak Creek, WI: National Reading Conference.
- Purves, A.C. (1994). *Encyclopedia of English studies and language arts* (Vols. 1-2). New York: National Council of Teachers of English and Scholastic Company.
- Stone, C.A., Silliman, E.R., Ehren, B.J., Apel, K. (Eds.). (2006). *Handbook of language & literacy: Development and disorders*. New York: The Guilford Press.
- Wittrock, M.C. (1986). *Handbook of research on teaching* (3<sup>rd</sup> ed.). New York: MacMillan.

**Classic**

Huey, E.B. (1908). *The psychology and pedagogy of reading*. Boston, MA: MIT Press. (Paperback)

In addition to the listed required text, there will be some handouts to read and you will be required to read research reports which deal with the topic of your choice for a research paper.

**Course Goals**

C&I 6033.001 is a graduate level course designed to include a review of past and current theory and research concerning the reading process, curricula and instructional practices. It is also designed to acquaint graduate students with research methods being used in the field of reading.

The course has the following objectives:

- (1) To provide students with knowledge of key theoretical and research questions currently being examined in the field of text processing and comprehension.
- (2) To provide students with familiarity with descriptive and experimental research

methodologies being employed to examine text processing and comprehension.

(3) To provide students with background in some of the phases of the design of experimental research in text processing and comprehension.

(4) To develop familiarity with journals which publish reading and writing research reports; to develop understanding of such research reports; to draw appropriate inferences from such reports for classroom practices.

(5) To develop skill in critiquing and questioning research reports; to gain experience conducting a literature search for answers to a given question in the areas of reading or writing instruction; to gain experience in synthesizing research information

(6) To provide students with some understanding and appreciation for the research process—so that they might work with faculty (university or otherwise), administrators and colleagues in finding answers to questions specific to a given school or district.

While the course will focus on reading research, there will be some discussion about writing research as well. Students may consider writing research in fulfillment of course assignments, providing some connections are made to reading. (See me if there are questions).

### **Course Format**

This course will consist of assignments, lectures, and discussions. We will read and critique research in the field of reading. We will read some summary reports of research conducted under a given theme or question. Your participation in discussions will contribute to your own education as well as the overall quality of the course. Questions are encouraged.

### **Research Methods**

We will consider historical, descriptive, anthropological-cultural, case study, survey and personal accounts. Experts in the areas addressed in this syllabus will be guest speakers.

### **Assignments**

All students in this course will be asked to give reports on the chapters assigned. Students will work in pairs—or may choose to work alone. In reviewing the chapter selected, students will highlight **the most important information** and present that to the rest of the class with commentary and criticism or may select sections of a chapter that are thought-provoking and timely.

Do not repeat everything (it's impossible!) that is in the chapter.

Select key points that you believe that we should focus our attention on, at this time.

A review of a research study - examining the methodology of the study for its soundness. Consider the a) question asked b) the match between the method for study and the question, c) the completeness of methods information and d) the quality of the methods employed.

**(10 points)**

A critique of 2 research studies relevant to your research paper. Guidelines to be provided.

**(20 points). This will be in outline form, to be provided.**

An outline for your research paper and list of top references to be consulted for the paper.

(10 points)

**Oral presentation (10 points)**

**The Research Paper.** Other assignments will be noted as the course proceeds. **(100 points)**

Mid term **(50 points)** and Final Exam **(50 points)**. All exams will be essay format.

**Grades: (250 Points)**

The following considerations will be made regarding grades:

1. Attendance will be required in this course.
2. There will be a mid-term (50 points) and an end-term examination (50 points). Students will prepare a research paper (100 points).
3. Misc. Assignments (50 points).

**Questions**

Do not hesitate to call me at 458-2672, e-mail (Rosalind.Horowitz@utsa.edu) or stop by during my office hours or before class if there are questions. I am interested in working closely with each of you to assist you with your research projects and help you focus your work.

**Research Papers**

Your research paper should address some aspect of the development of oral and written language or listening and reading comprehension of children or adolescents. A list of topics will be provided, although you are also encouraged to generate topics that you may have in mind based on your graduate work at UTSA. The Research Paper may be a) a review of the literature, b) the design and implementation of a study to be carried out in your classroom, c) a critique of research findings that you find suspect or questionable, or d) a proposal for grant funding. The Professor should approve all paper topics. Students may work in teams or pairs in completing the research paper.

**Meetings**

The Professor will meet with each student or research team to help develop an appropriate paper topic.

**Speaker: Ph.D. student - Laura Roy-Carlson, Corpus Christi, Texas A&M**

<u>Date</u>	<u>Topic</u>
<b>Week 1</b> Jan. 14	Course Introduction Texts and Requirements Evaluation System Research Project
<b>Jan. 21</b>	<b>Class Does Not Meet- Martin Luther King Birthday</b>
<b>Week 2</b> Jan. 28	Primary Source: <i>Theoretical Models and Processes of Reading</i> Read Preface to the <i>Theoretical Models and Processes of Reading</i> , Historical Perspective on Reading Research and Practice -Alexander & Fox, Chapter 2, p. 3  <i>The Craft of Research</i> , Chapter 1, Wayne Booth

	<p>The Use of Research: Public and Private  What is Research?  Why write it up?  Why a formal report?</p> <p><i>The Craft of Research</i>, Connecting with your reader, Part I  Who reads research and why?  Journal articles and audiences  Making sense of the accumulation of knowledge in Reading  Timothy Shanahan in <i>Handbook of Reading Research</i>  Paula &amp; Keith Stanovich, Using Research and Reason in Education</p> <p>Basic Reading Processes and Literacy  What is reading? How do children learn to read?</p> <p>The Place of Dialogue in Children's Construction of Meaning  Halliday, Chapter 5, p. 133</p> <p>Reading as Situated Language  Gee, Chapter 4, p. 116</p> <p>Writing and the Sea of Voices  Dyson, Chapter 6, p. 146</p> <p>Exploring Vygotskian Perspectives in Education: The Cognitive Value  of Peer Interaction  Forman and Cazden, Chapter 7, p. 163</p> <p>Trackton's children: Spoken and written language  Heath, Chapter 8, p. 187</p>
<p><b>Week 3</b>  Feb. 4</p>	<p>Culture and Literacy Development  Literacy and Identity Development of Latina/o Students  Jimenez, Chapter 9, p. 210</p> <p>Literacy for All children in Increasingly Diverse Schools  Goldenberg, Chapter 56, p. 1636</p> <p>Young Bilingual Children and Early Literacy Development  Tabors and Snow, Chapter, 10, p. 240</p> <p>The Wooden Shack Place: The Logic of Unconventional Reading  Hull and Rose, Chapter 11, p. 268</p> <p>Questions in Research and Credit Sources that Provide Answers  The Craft of Research, Booth, Part II</p>

<p><b>Week 4</b> Feb. 11</p>	<p>Foundations for Literacy Development, Beginning to Read Ownership of the Literate Register Cox, Fang, &amp; Otto, Chapter 12, p. 281</p> <p>Phases of Word Learning Ehri &amp; McCormick, Chapter 14, p. 365</p> <p>The Texts of Beginning Reading Instruction Hiebert &amp; Martin, Chapter 15, p. 390</p> <p>Fluency Kuhn &amp; Stahl, Chapter 16, p. 412</p> <p>Matthew Effects in Reading Stanovich, Ch. 17, p. 454</p> <p>Road Map for Understanding Reading Disability Spear-Swerling, Chapter 18, p. 517 See also Chapters in Handbook of Language &amp; Literacy Stone et al. See Chapters under Part III on Phonological, Morphological, Syntactic, Schema, and Self-Regulation Processes</p> <p>The Craft of Research, Making a Claim and Supporting it, Part III</p>
<p><b>Week 5</b> Feb. 18</p>	<p>Guest speaker: Victoria Purcell-Gates, 1604 campus, at 5:30pm <u>Location:</u> Retama Auditorium University Center 2<sup>nd</sup> floor</p> <p>Reading Comprehension</p> <p>Vocabulary Processes Nagy &amp; Scott, Chapter 19, p. 574</p> <p>Role of the Reader's Schema in Comprehension Anderson, Chapter 20, p. 594</p> <p>Schema Activation and Acquisition Bransford, Chapter 21, p. 607</p> <p>Cognitive Flexibility Spiro, et al, Chapter 23, p. 640</p> <p>Building Representations of Informational Text Cote &amp; Goldman, Chapter 25, p. 660</p> <p>Metacognition</p>

	Self-Regulated Comprehension, Hacker, Chapter 28, p. 755 Instructing Comprehension, Brown et al, Chapter 29, p. 780 Effects of Structure Strategy Training and Signal, Meyer, Chapter 30, p. 810
<b>Week 6</b> Feb. 25	<b>Examination #1 (Essay Exam)</b>
<b>Week 7</b> Mar. 3	Models of reading and writing Adams - Word recognition Hayes - Theory of writing—Cognition and affect Kintsch - Role of knowledge in discourse comprehension Rosenblatt - Transactional theory of reading and writing Matthewson - Attitude influences on reading
<b>Week 8</b> Mar. 10	Classroom Talk About Text Research and Publications by Horowitz Talking texts: How talk and texts interact in school learning  The Craft of Research, Part IV, Preparing to Draft, Drafting, and Revising The Ethics of Research  New Literacies emerging from the internet Leu et al, Chapter 54, p. 1570
<b>Mar.17 -22</b>	<b>Spring Break</b>
<b>Week 9</b> Mar. 24	<b>Research Work</b> American Educational Research Association Conference
<b>Week 10</b> Mar. 31	<b>Research Work</b> Individual meetings with Professor
<b>Week 11</b> Apr. 7	Motivation in Reading and Writing The Third Space in Literacy Development, Moje
<b>Week 12</b> Apr. 14	<b>Research Paper Reports</b>
<b>Week 13</b> Apr. 21	Final preparation of research papers
<b>Week 14</b> Apr. 28	Review <b>Research Papers Due!</b>
<b>Week 15</b> May. 5	<b>Final Exam, 5:00 - 7:30 p.m.</b>