Division: Teacher Education
Program Area: Reading, Language, and Literature
Course #: RLL 8810
Course Title: Survey of Research in Reading II: Emergent literacy and Socio-cultural Factors
Term/Year: Winter 2015
Course Location: 298 Education Building
Day: Thursdays, 5:00 p.m. – 7:45 p.m.
Instructor: Dr. Gina DeBlase
Office Address: 293 Education Building
Office Hours: Wednesdays, 4:00 – 7:00 p.m. Please email me directly to schedule
Office Phone: 313-577-0960
E-mail: GinaDeBlase@wayne.edu (email is the preferred method to contact me)

COURSE DESCRIPTION

Current research and theories of emergent literacy and the social and cultural factors of literacy development (K-12).

COURSE OBJECTIVES

1. Students will understand major models of literacy, including the sociological, psychological, cognitive, linguistic, and cultural bases of these models.
2. Students will understand factors that influence literacy processes, such as textual factors (material, style, content), contextual factors (setting, task), and reader factors (prior knowledge, purpose, attitude, etc.).
3. Students will understand the cultural, ethnic, and linguistic backgrounds of literacy.
4. Students will locate, in professional journals, research on selected and/or assigned topics, critically read that research and be able to summarize and critique that research.
5. Students will be able to identify applications of past research to instruction and to infer the potential applications of research.
6. Students will be able to read, plan, and conduct research using a range of methodologies.
7. Students will pursue knowledge of reading and learning process by reading professional journals and publications and participating in conference and other professional activities.
REQUIRED TEXT

Other articles, as assigned.

REFERENCES


ASSIGNMENTS

Assigned Reading

All assigned reading is required. In the class schedule, articles in the Alvermann, Unrau, & Ruddell text are identified by number (e.g., TMPR 1). You are expected to complete all assigned reading on time and to come to class prepared to discuss them in depth. This means that you will very likely need to read assigned texts more than once. You are expected not just to read the book chapters, but to have studied each one in depth. On occasion, the instructor may assign additional reading. These readings will be available electronically or distributed in class.

Learning Log

Each student will keep a learning log. In the log, you will record important ideas from the reading, questions that emerge for you from the articles read, as well as your own tentative response to your own questions. This log is not expected to look like an essay. Structure it in a way that makes sense to you. However, your thoughts should be clear to anyone who reads it. Do not simply record sections of the text in your log. Rather, write about your thoughts on the words or phrases from the text that are important to you. You are required to bring the log to class with you each week. These will be collected, at the discretion of the instructor.

Respondent to Course Readings

Each week, one person will be assigned to respond to one chapter from the reading in the textbook. The task of the respondent is to discuss the main points of the article assigned, to relate it to previous pieces read for this course as well as to prepare a series of 3-4 questions with which to lead a discussion. The respondent will come prepared with an outline of the main points that will be made. The respondent will use her/his outline as a basis for the 5-10 minute response to the article in class, followed by leading a discussion based on the prepared questions (approximately 40 minutes). The outline must be in the form of complete sentences. These sentences cannot be direct quotes from the text. The outline and discussion questions will be submitted to the instructor at the beginning of class. Each person will act as a respondent two times during the course of the semester (two separate weeks; you cannot be the respondent twice in the same week).

Inquiry Paper

You are required to write a paper on a topic of interest related to this course (e.g., emergent or early literacy development, the role of talk in literacy development, Vygotskian theory, adolescent literacy development, gender and literacy, cognitive theories of literacy, sociocultural theories of literacy, etc.). Using at least 6 articles and/or chapters from edited books, you will develop a formal paper that presents what you have learned about the topic in a


logical and coherent manner. These articles and/or book chapters must be research or theoretical pieces as opposed to descriptions of instructional strategies or practices. I suggest that you begin by locating sources cited in the references from the textbook chapters. Your paper must discuss the ideas from the articles and/or book chapters you select and compare and contrast the ideas and/or research in those articles. The paper will follow APA format, will be 8-12 pages in length, in 12 point font, double spaced, with 1” margins.

**Inquiry Presentation**

Each person will develop a Power Point presentation based on the inquiry paper. You will present the main points from your paper in a formal presentation to the class. The presentation will be from 15-20 minutes in length. Each presentation will be followed by a discussion of 15-20 minutes. All students are expected to contribute to the discussion of each presentation by linking the presentation to course reading.

**Professional Responsibility**

- All reading and assignments are due on time and when assigned. Late work is not accepted. All work must be satisfactorily completed in order to pass this course. Missing or incomplete work will result in a failing grade.

- The success of this class is directly impacted by your active engagement in all aspects of this course. You must come to each class on time and fully prepared. You are expected to fully participate in all class discussions and activities. You are allowed two absences, excused or unexcused. If you are unable to attend class, please send me an email message as soon as possible to let me know. If you will not be in class, you are still responsible for completing the learning log for the week you are not in class and bringing it with you the following week. More than two absences will result in failing the course. Arriving more than 10 minutes late to class or arriving late on a consistent basis will adversely affect your final grade.

**Evaluation/Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Inquiry Paper</td>
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<tr>
<td>Inquiry Presentation</td>
<td>15%</td>
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<td>Respondent Outline/Presentation</td>
<td>15%</td>
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<tr>
<td>Learning Log</td>
<td>20%</td>
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<tr>
<td>Attendance/Participation</td>
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**Grades**

- A 95-100
- B+ 85-89
- C+ 78-80
- D+ 66-69
- F 64 or lower
- A- 90-94
- B 80-84
- C 75-77
- D 65-68
- B- 79-83
- C- 70-74
- D- 64-67
### CLASS SCHEDULE (subject to revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/22</td>
<td>Historical Perspectives</td>
<td>TMPR 1</td>
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<td>Research Methodology</td>
<td>TMPR 3</td>
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<td>1/29</td>
<td>Language &amp; Cognition: Sociocultural Context</td>
<td>TMPR 4 (Linda)</td>
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<td>TMPR 6 (Nakia)</td>
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<td>2/5</td>
<td>Language &amp; Cognition: Sociocultural Context</td>
<td>TMPR 8 (June)</td>
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<td>TMPR 9 (Marion)</td>
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<td>2/12</td>
<td>Language &amp; Cognition: Sociocultural Context</td>
<td>TMPR 10 (Angela)</td>
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<td>Foundations for Literacy Development</td>
<td>TMPR 13 (Nakia)</td>
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<tr>
<td>2/19</td>
<td>Foundations for Literacy Development</td>
<td>TMPR 15</td>
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**Online**

- I will post discussion questions for TMPR 15 by the end of the day on Thursday, Feb. 12. You will have until the end of the day (midnight) on Thursday, February 19 to respond. You will write an initial response to the posted questions as well as respond to at least two other classmates.

- One page proposal for inquiry paper is due today; no later than 5:00 p.m., via Blackboard.

- Student response to one another’s proposals is due by the end of the day on Wednesday, February 25.

<p>| 2/26 | Comprehension Development                              | TMPR 17 (Suha)   |
|      | Foundations for Literacy                               | TMPR 16 (June)   |
| 3/5  | No Class                                               | Work on inquiry paper |
| 3/12 | Motivation and Engagement                              | TMPR 24(Suha)    |
|      |                                                          | TMPR 25(Angela)   |</p>
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<thead>
<tr>
<th>Date</th>
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<tr>
<td>3/19</td>
<td>Spring Break</td>
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<td>3/26</td>
<td>Integrating Reading and Writing Models</td>
<td>TMPR 36, 37</td>
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<td>4/2</td>
<td>Adolescent Literacy Instruction</td>
<td>TMPR 39</td>
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<td>Literacy Research in the 21\textsuperscript{st} Century</td>
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<td>New Literacies</td>
<td>TMPR 42</td>
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<td>21\textsuperscript{st} Century Skills</td>
<td>TMPR 45 (Christie)</td>
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<tr>
<td>4/16</td>
<td>Inquiry Presentations</td>
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<td>4/23</td>
<td>Inquiry Presentations</td>
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<tr>
<td>4/30</td>
<td>Inquiry Papers Due (submit electronically via Blackboard)</td>
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