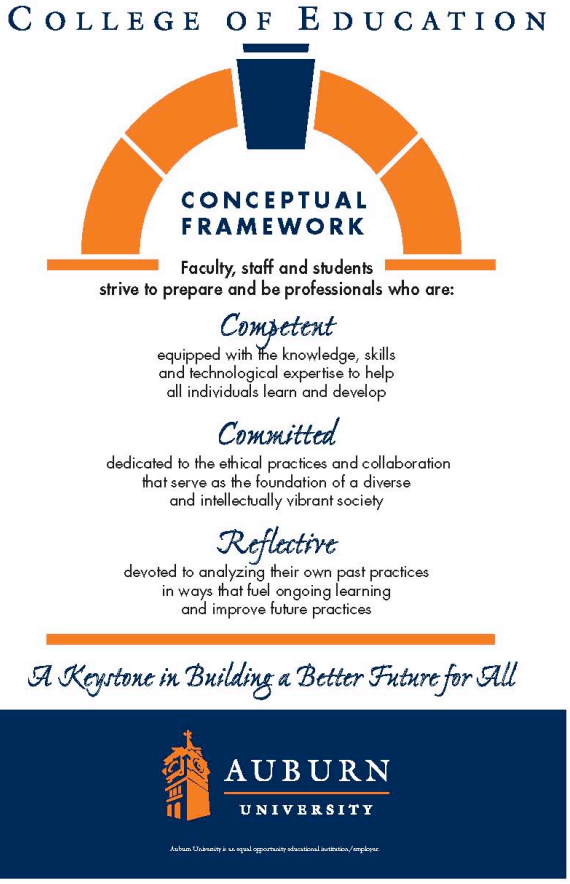
CTRD 7510: Research Studies in Reading Education
Spring 2011



Schedule: Wednesdays, 4:00-6:50 PM, 2423 Haley Center
Instructor: Bruce A. Murray, Ph.D. Associate Professor, Coordinator of Reading Education, Department of Curriculum & Teaching. Office: 5066 Haley Center. Phone: 844-6934. Department: 844-4434. Fax: 844-6789. Home: 887-6172.
E-mail: murraba@auburn.edu.
Reading Genie website: http://www.auburn.edu/rdggenie
Office hours: Mon., Tues., & Thurs., 4:00-4:50 PM. I hope you will feel welcome to e-mail, telephone, or drop by the office to pursue ideas from this course.

Catalog description. Review, analysis, and interpretation of available research with emphasis on designing new research to meet the changing needs of the school.

Texts. The basic learning activity for this course is thoughtful reading. Two textbooks are required:

Stanovich, K. E. (2010). *How to Think Straight About Psychology* (9th ed.). Boston: Allyn & Bacon.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington: National Institute for Literacy. Free from http://www.nationalreadingpanel.org/

Nine supplemental readings are also required. I will post these as PDF files on Blackboard. Most can also be found in journals and microfilm in the Draughon Library. I recommend you make copies of these supplemental readings for annotation, study, and reference.

- Campbell, D. T., & Stanley, J. C. (1963). Selections from *Experimental and Quasi-Experimental Designs for Research* (pp. 5-24). Chicago: Rand-McNally.
- Castiglioni-Spalten, M. L., & Ehri, L. C. (2003). Phonemic awareness instruction: Contribution of articulatory segmentation to novice beginners' reading and spelling. *Scientific Studies of Reading, 7*, 25-52.
- Clarke, L. K. (1988). Invented versus traditional spelling in first graders writings: Effects on learning to spell and read. *Research in the Teaching of English, 22(3),* 281-309.
- Davey, B., & McBride, S. (1986). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology, 78,* 256-262.
- Duffy, C. G., Roehler, L. R., Sivan, E., Rackliffe, G., Book, C., Meloth, M. S., Vavrus, L. C., Wesselman, R., Putnam, J., & Bassiri, D. (1987). Effects of explaining the reasoning associated with using reading strategies. *Reading Research Quarterly, 22,* 347-368.
- Juel, C., & Roper/Schneider, D. (1985). The influence of basal readers in first grade reading. *Reading Research Quarterly, 20,* 134-152.
- Manning, C. L., & Manning, M. (1984). What models of recreational reading make a difference? *Reading World, 23,* 375-380.
- Masonheimer, P. E., Drum, P. A., & Ehri, L. C. (1984). Does environmental print identification lead children into word reading? *Journal of Reading Behavior, 16,* 257-271.
- McKeown, M. C., Beck, I. L., Omanson, R. C., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly, 20,* 522-535.

In addition, we will read self-selected readings on technology (see calendar below), and each student will assign one journal article for the class to read—an exemplary experimental study from your review of literature. We will need copies of this article by March 31. Either print copies of the reading for everyone (about 8), download the PDF file, or use Aubie Express (accessible at http://aubiecat.auburn.edu/) to have a PDF made for e-mail distribution. I can

post PDF files on Blackboard for easy access.

Course goals. Upon completion of this course, students will be able to:

- Demonstrate a basic understanding of experimental and quasi-experimental designs in educational research sufficient to read and construct research designs that reveal the causes of learning.
- Critique research in reading education, evaluating experimental and quasi-experimental research designs to assess internal and external threats to validity.
- Explain the broad findings of our present public knowledge about reading instruction as established by scientific research in reading education in the areas of phonemic awareness, phonics, fluency, vocabulary instruction, text comprehension instruction, teacher preparation for reading instruction, and computer technology in reading instruction.
- Demonstrate knowledge of landmark research studies and recent research studies in reading education.
- Specify problems and questions that remain unanswered in the science of reading education regarding phonemic awareness, phonics, fluency, vocabulary instruction, text comprehension instruction, teacher preparation for reading instruction, and computer technology in reading instruction.
- Develop depth of knowledge in one well-defined research area in reading education by critically reviewing the literature in that area with the aim of specifying an important unanswered problem for future research.
- Design an experimental or quasi-experimental study to address a research problem in reading education in ways appropriate to educational settings, grounded in scientific theory, addressing factors jeopardizing internal and external validity, with the potential to produce educationally significant results and conclusions for theory and practice.

COURSE REQUIREMENTS

Attendance. Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

You will earn up to 60 points by attending class and arriving on time (see grading plan below). Late assignments (except learning logs) lose 2 points credit per unexcused *weekday* late (including weekdays when we don't meet) to a maximum of 10% lost credit. For example, a 20-point assignment due Wednesday would be worth at most 16 points by Friday. If your absence is excused, any assignment will be due the following weekday and will begin to incur late penalties on the second weekday unless you provide daily updates of continuing excusing information. Assignments may be sent by e-mail to avoid late penalties. If you do send work by e-mail, address it carefully (murraba@auburn.edu) and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties*.

Grading Plan. Approximately 360 points may be earned by various means. Semester grades will be calculated by determining the student's percentage of this total, where 90% is *A*, 80% is *B*, 70% is *C*, and 60% is *D*. Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted. You will earn points for the following achievements:

Attendance (60 points). 4 points will be earned per class day for actual attendance or for a documented excused absence (2 points for a provisionally excused absence or for arriving more than 15 minutes after the beginning of class).

Quizzes (100 points). Ten 10-point quizzes will assess your understanding of assigned textbook readings (see 🕮 symbol on calendar), but not journal articles. My intention will be to make quizzes easy enough that reading the text with understanding will be sufficient to answer the questions without extensive study. Students may use notes but not texts during quizzes.

Review of literature (100 points). You will develop in-depth knowledge in a specialized area of research through a critical review of the research literature in that area. Your review will cover a minimum of 10 articles, with at least 9 reporting on experiments or quasi-experiments published in peer-reviewed journals of reading education. The body of your review will include a critical explanation of the problem, method, findings, and unanswered questions from

each study, composed into a coherent narrative. For each article you will provide a systematic coding of the characteristics and outcomes of the study in an appendix; for a format, see pp. 1-7ff. in NRP. You will select one of your articles as a class reading assignment for everyone.

Research design (100 points). From your review of the research, you will design an original experimental or quasi-experimental study to answer an unanswered question growing from your review of literature. There is a detailed checklist to guide your writing posted on Blackboard. You will present your review of literature and research design in a term paper and in a research presentation to the class, for which you'll have about an hour to explain your design and respond to questions and comments.

UNIVERSITY AND COLLEGE POLICIES

Participation. All students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

Unannounced Quizzes. There will be no unannounced quizzes.

Accommodations. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Academic Honesty Policy. All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism. Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

Spring Semester 2011: Tentative Calendar. Assigned readings and quizzes are indicated by the symbol 🕮. Readings are to be completed *before* the class for which they are assigned. Assignments and dates are subject to change.

January

Sun	Mon	Tue	Wednesday	Thu	Fri	Sat
9	10	11	12 Course introduction	13	14	15
16	17	18	19 🕮 Stanovich Chaps 1-6; Masonheimer, Drum, & Ehri on environmental print.	20	21	22
23	24	25	26 🕮 Stanovich Chaps 7-12; Clarke on invented spelling.	27	28	29
30	31					

February

		1	2 🕮 Campbell & Stanley on pre-experimental and true experimental designs; NRP Chap. 1 on introduction and methodology	3	4	5
6	7	8	9 🕮 NRP Chap. 2 Part I on phonemic awareness instruction; Castiglioni-Spalten & Ehri on teaching phoneme awareness.	10	11	12
13	14	15	16 🕮 NRP Chap. 2 Part II on phonics instruction; Juel & Roper/Schneider on decodable text.	17	18	19
20	21	22	23 🕮 NRP Chap. 3 on fluency; Manning & Manning on SSR.	24	25	26
27	28					

March

		1	2 🕮 NRP Chap. 4 Part I on vocabulary instruction; Beck & McKeown on teaching vocabulary.	3	4	5
6	7	8	9 🕮 NRP Chap. 4 Part II on comprehension instruction; Davey & McBride on question generation.	10	11	12
13	14	15	16 SPRING BREAK—NO CLASSES.	17	18	19
20	21	22	23 🕮 NRP Chap. 4 Part III on teacher preparation for teaching comprehension strategies; NRP Chap. 5 on teacher education and reading instruction; Duffy, Roehler et al. on teaching teachers to teach comprehension.	24	25	26
27	28	29	30 🕮 NRP Chap. 6 on computer technology and reading instruction; self-selected reading from pp. 6-13 or 6-14; preview of presentations and student reading assignments.	31		

April

					1	2
3	4	5	6 ✎ Review of literature due. Guest presentations.	7	8	9
10	11	12	13 Class presentations; student-assigned readings.	14	15	16
17	18	19	20 Class presentations; student-assigned readings.	21	22	23
24	25	26	27 Class presentations; student-assigned readings.	28	29	30

May

1	2	3	4 ✎ Research design due.	5	6	7