**CTRD 7510/7516**

**Research Studies in Reading Education**

**Spring 2016**

Credit: 3 semester hours

*Schedule:* Wednesdays, 5:00-7:50 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.

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Reading Genie website: [<http://www.auburn.edu/rdggenie>](http://www.auburn.edu/~murraba)

*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, Keith E. (2010 or 2013). *How to Think Straight About Psychology* (9th or 10th ed.). Boston: Allyn & Bacon.

Samuels, S. Jay, & Farstrop, Alan E. (2011). *What research has to say about reading instruction* (4th ed.). Newark DE: International Reading Association.

Some supplemental readings are also required. All are posted as PDF files on Canvas. 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.

Selected chapters from 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/>

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.

Murray, G.G., & Murray B.A. (2015). Imagination, tongue tickling, and phoneme awareness: Guiding parent conversations to build preschool literacy. Paper presented at the annual conference of the Literacy Research Association, Dec. 4, 2015.

**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.

🕯 Critically evaluate research in reading education, examining experimental and quasi-experimental research designs for internal and external threats to validity.

🕯 Explain our current public knowledge about reading instruction as established by scientific research in reading education, including major theories (Adams model, the simple view of reading) and findings in the areas of phonemic awareness, phonics, fluency, vocabulary instruction, text comprehension instruction, family literacy, and computer technology in reading instruction.

🕯 Demonstrate knowledge of recent and landmark 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, family literacy, 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.

🕯 Pilot an experimental or quasi-experimental study with real students, in fulfillment of the Advanced Professional Work Sample.

🕯 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. Most students will be attending by distance and accessing class sessions via Panopto videos.

**Grading Plan**. Approximately 325 points may be earned by various means. Semester grades will be calculated by determining the student’s percentage of this total, where 90% (345-385) is *A,* 80% (307-344) is *B,* 70% (268-306) is *C,* and 60% (230-267) 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:

***Quizzes***(130 points). Thirteen 10-point quizzes will assess your understanding of assigned textbook readings (see 🕮 symbol on calendar), but not journal articles. Quizzes will be accessible through Canvas; each quiz will have a 15-minute time limit. 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. There will be no unannounced quizzes.

***Review of literature***(75 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.

***Pilot study*** (75 points). You will make an informal test of your research hypothesis with real students. The pilot study may be action research, a quasi-experiment, or a tryout of materials or assessments for your research design. For Elementary Education students, the report on the pilot study will serve as the Advanced Professional Work Sample for your master’s program, and it will be scored according to the Advanced PWS rubric.

***Research design***(75 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 Canvas. 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 will create a 15-20 minute video or narrated powerpoint to explain your design.

**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. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Disability Accommodations.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code**. All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) 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.

**Course contingency**. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Spring Semester 2016: 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**

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| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tue | Wednesday | Thu | Fri | Sat |
| 10 | 11 | 12 | 13 Course introduction | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 🕮 Stanovich Chaps 1-6. | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 🕮 Stanovich Chaps 7-12. | 28 | 29 | 30 |

**February**

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| --- | --- | --- | --- | --- | --- | --- |
| 31 | 1 | 2 | 3 🕮 Campbell & Stanley on pre-experimental and true experimental designs; NRP Chap. 1 on introduction and methodology. | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 🕮 Samuels & Farstrup Chap 1 on Adams model. Clarke on invented spelling. | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 🕮 Samuels & Farstrup Chap 8 on the simple view of reading. Masonheimer, Drum, and Ehri on decontextualizing environmental print. | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 🕮 NRP Chap. 2 Part I on phonemic awareness instruction. Castiglioni-Spalten & Ehri on teaching phoneme awareness. | 25 | 26 | 27 |

**March**

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| 28 | 29 | 1 | 2 🕮 NRP Chap. 2 Part II on phonics instruction. Juel & Roper/Schneider on reading decodable text. | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 🕮 NRP Chap. 3 on fluency. Samuels & Farstrup Chap 2 on eye movements in reading. | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 Spring Break—No Classes. | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 🕮 Samuels & Farstrup Chaps 4 & 6 on fluency. Manning & Manning on SSR. | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 🕮 Samuels & Farstrup Chap 3 on teaching reading comprehension. Davey & McBride on question generation. | 31 | 1 | 2 |

**April**

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| 3 | 4 | 5 | 6 🕮 Samuels & Farstrup Chap 14 on intentional instruction. Duffy, Roehler et al. on teaching teachers to teach comprehension. 🖉 Review of literature due. | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 🕮 Samuels & Farstrup Chap 12 on technology in reading instruction. Beck & McKeown on teaching vocabulary. | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 🕮 Samuels & Farstrup Chap 16 on parental involvement in learning to read. Murray & Murray on teaching parents to teach PA. | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 🖉 Virtual poster session with video or narrated powerpoint presentations. | 28 | 29 | 30 |

**May**

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| 1 | 2 | 3 | 4 🖉 Report on pilot study due. 🖉 Research design due. |  |  |  |