

**Murray State University  
COURSE SYLLABUS**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: REA COURSE NUMBER: 648 CREDIT HOURS: 3**

**I. COURSE TITLE:** Research in Reading/Writing

**II. COURSE DESCRIPTION & PREREQUISITES**

An advanced course in reading research designed to provide a student with the opportunity to pursue an individual research project or to make an intensive review of reading research on a selected topic. Prerequisite: REA 612

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A. Extend and refine learning from previous graduate level reading courses by designing a teacher research project, accompanied by an in-depth review of research and pedagogical literature. (KTS 1, 2, 3, 4; ILA 1, & 2; InTASC 1, 5)
- B. Develop a rationale for the project which addresses its importance or relevance to students, faculty, district or the reading profession in general. (KTS 1, 2, 3, 4, ILA 1, 2, 5,&6; InTASC 1, 5, 9, 10)
- C. Implement the project in an established class or school program. Develop a professional identity that includes assuming leadership roles in their schools and communities. (KTS 10, ILA 6; InTASC 1, 3, 4, 5, 7, 8, 9, 10)
- D. Evaluate the project by reflecting on its strengths and weaknesses, by reflecting on their own work, and by comparing the project to established standards or research. (KTS 7 ILA 6; InTASC 1, 5, 9, 10)
- E. Explore current research through reading online publications regarding speaking, listening, reading, visual representation and writing. (KTS 1,2, 3, 4, ILA 1, 2, & 5; InTASC 1, 3, 4, 5, 6, 7, 8)
- F. Demonstrate knowledge of language development as it relates to acquisition of reading and writing, and the variations related to cultural and linguistic diversity, including the ability to:  
(a) identify, explain, compare, and contrast the theories and research in the areas off language

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development learning to read and to write; and (b) describe development of a student's reading and writing in relation to cultural and linguistic context. (KTS 6, ILA 4; InTASC 2)

The COEHS Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by demonstrating knowledge and understanding in research, theory, and historical developments of reading and writing instruction (Obj. A, D). The COEHS student dispositions are formally assessed during evaluation of students' response and research project. By posting assignments to the forums within the online course and by logging on at least 5 times per week to read and respond to the posts of classmates, students will share and compare techniques and methods for teaching language arts. Through simple reflection and self-application, students will develop and build upon an understanding of strategies for planning language arts instruction (Obj. A, B, C, D).

The EPSB theme of literacy is addressed through discussing what research reveals about literacy instruction (Obj. E). The theme of Literacy/Reading is also stressed throughout every course activity as students identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read and to write (Obj. A, E). The theme of assessment is explored as students critique, summarize, compare, and contrast seminal reading studies and articulate how these studies impacted reading instruction (Obj. A, D). The themes of diversity and closing the achievement gap are addressed through implementing culturally responsive teaching practices (Obj. F). College and Career Readiness are addressed in the creation of a research project, accompanied by an in-depth review of research and pedagogical literature (Obj. A, B, C, D, E).

#### **IV. CONTENT OUTLINE:**

1. Beliefs and philosophies of classroom literacy practices.
2. What research reveals about literacy instruction and how that informs instruction and literacy experiences provided for all students.
3. The research and historical perspectives behind principled practices of reading and writing instruction.
4. Principle practices for implementing effective instruction in Reading/Writing.
5. Evaluate the essential research-based practices needed to teach readers/writers.
6. Professional dispositions and skills through meaningful inquiry that applies current research to strengthen values and beliefs about teaching and learning.

#### **V. INSTRUCTIONAL ACTIVITIES:**

Instructional methods will be a mixture of instructor presentation, field experiences, group discussion, problem solving, collaborative group work, independent readings and both group and independent assignments, and reflection. The student will

1. Prepare a one page reflective response to chapter readings and submit via Discussion

Board. The response pager will be used to launch in-class discussions on the chapter readings. At the end of the course students will submit a final two-page reflection synthesizing interpretations of the readings from texts.

2. Select a topic covered in best practices in literacy instruction to research and then create an inquiry-based design for application and implementation that includes a reflection and analysis on how one's thinking about this topic has changed as a result of this research. Consider what research reveals about your literacy topic and how that informs the literacy experiences you provide for all students. As a result of this research what principles are worth holding on to, what principles are new, and what principles have changed? What issues do you continue to struggle with and where will or could that take you?

## **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

No required hours; however, most projects will involve applications in a school or clinical setting.

## **VII. TEXT (S) & RESOURCES**

Gambrell, L.B., Morrow, L.M., & Pressley, M. (2011). *Best Practices in Literacy Instruction*. The Guilford Press.

Johnston, P.H. (2010). *RTI in Literacy- Responsive and Comprehensive*. International Reading Association

Dean, D. (2010). *What Works in Writing Instruction Research and Practices*. National Council of Teachers of English.

### **Livertext**

A large number of texts about reading and writing instruction, as well as journals such as *The Reading Teacher* and *Language Arts*, are available at Waterfield Library and College of Education and Human Services Curriculum Resource Center. In addition, a number of readings will be made available online, and many more are available via electronic databases available through Waterfield library. All students are expected to use these resources.

## **VIII. EVALUATION AND GRADING PROCEDURES:**

The key signature assignment for this course is the Research Paper/Analysis and Reflections

Evaluation/Total Points Possible

1. Response Paper Discussion Board 40 Points

2. Research Paper/Analysis and Reflections 60 Points

**Grading Scale:** The grading scale will be as follows:

93 - 100	A
85 - 92	B
77 - 84	C
69 - 76	D
68 and below	E

Instructions and scoring guides for assignment are detailed in separate handouts.

**IX. ATTENDANCE POLICY:** Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

**X. ACADEMIC HONESTY POLICY**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**Any violations of academic honesty will result in failure of the assignment and may result in failure of the course.**

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

### Students with Disabilities

In addition, Murray State University does not discriminate on the basis of sex in its educational programs and activities and is required by the Title IX and 34 CFR part 106 not to discriminate in such manner. The prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. This non-discrimination in education programs and activities extends to employment and admissions and to the recruitment, financial aid, academic programs, student services, athletics, and housing.

For more information, contact the Title IX Coordinator and Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, [\(270\) 809-3155](tel:2708093155) (voice), [\(270\) 809-3361](tel:2708093361) (TDD).