

Literacy Research and Supervision
 15:299:566
 Spring 2012, Mondays 4:50 – 7:30pm
 3 Credits

Dr. Susan Dougherty	Email address: susan.dougherty@gse.rutgers.edu
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Office Hours: Monday 1:30 to 3:30 pm Tuesday 1:30 to 3:30pm Additional days/times by appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning goals:

This course will address the following professional standards for reading professionals developed by the International Reading Association (IRA, 2010):

- Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Course catalog description:

Current research in reading and related areas of literacy; assistance in critically evaluating published reports; exploration of problems of supervision. Helps develop mature ideas for developing research proposals, conducting research, and writing on reading and other related areas of literacy.

Required Texts:

Dana, N. F., & Yendol-Hoppey, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry, 2nd ed.* Thousand Oaks, CA: Corwin Press.

Duke, N. K. & Mallette, M. H. (2011) *Literacy research methodologies, 2nd ed.* New York, NY: Guilford Press.

Assignments:

- Completion of all reading assignments and participation in both online and face-to-face discussions
- Research article presentations:
You will select three articles over the course of the semester that are exemplars of different types of literacy methodologies. For each, you will prepare a written summary, which will include an analysis of the research method used. You will present the article in class, with the dual aims of deepening our understanding of various research methodologies and our knowledge of important studies of literacy.
- Teacher Inquiry Project (with Theoretical Frame)
(*From the Reading Specialist Ed. M. portfolio; Ed. D students may wish to meet with me to discuss an alternative assignment.*)
Teacher inquiry or teacher action inquiry has become a widely accepted strategy for practitioner-centered and practitioner-directed professional development aimed directly at improving practice. These projects typically help teachers more fully and deeply understand the nature of a problem as a way to develop targeted implications for practice, or to evaluate the results of trying out a new approach or instructional strategy. In both cases, the overall goal is to improve learner outcomes.
This project should begin by describing the “story” of your problem and should be grounded in an appropriate theoretical framework. You should make a clear connection between your project and the theory you have described. You should then describe research that is related to your problem and that informed your thinking about how to approach the problem. Be sure to cite key authors associated with both the grounding theory and the research you discuss. Next you should describe what you did to better understand the problem or what you tried as a way to address it. It should conclude with what you learned as a result of your inquiry and what your experience helped you understand regarding implications for practice (which may also be grounded in a theoretical frame).

Academic Integrity Policy

You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: <http://teachx.rutgers.edu/integrity/policy.html>. You are responsible for understanding and adhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet.

Web site:

Sakai site: Literacy Research and Supervision, Spring 2012

Course Schedule

Week	Topic	Assignments & Readings
Session 1 January 23rd	Course Introduction	
Session 2 January 30 th	Teacher Inquiry Theory & Epistemology	Dana & Yendol-Hoppy, Chapters 1 & 2 Duke & Mallette, Chapter 20

Session 3 February 6 th	Case study & Content-Analysis designs	Duke & Mallette, Chapters 2 & 3 Compton-Lilly (2009) Marshall (2009)
Session 4 February 13 th	Ethnography	Duke & Mallette, Chapter 8 Heath (1982) Purcell-Gates (1993)
Session 5 February 20 th	Discourse Analysis	Duke & Mallette, Chapters 6 & 7 Michaels (1981) Wolfe & Goldman (2005)
Session 6 February 27 th	Experimental and Quasi-Experimental Designs	Duke & Mallette, Chapter 9 Foorman, et al. (1998) Vellutino & Scanlan (1987)
Session 7 March 5 th	Experimental and Quasi-Experimental Designs (cont.)	
Session 8 March 12 th	Correlation (Multiple Regression)	Duke & Mallette, Chapter 4 Cunningham & Stanovich (1997)
Spring Break March 19 th		
Session 9 March 26 th	Meta-Analysis	Duke & Mallette, Chapter 13 Bus & van IJzendoorn (1999)
Session 10 April 2 nd	Mixed-Research Designs	Duke & Mallette, Chapter 14 Benge, et. al (2010)
Session 11 April 9 th	Formative & Design Experiments	Duke & Mallette, Chapter 10 Dana & Yendol-Hoppey, Chapter 4 Ivey & Broaddus (2007)
Session 12 April 16 th	Conducting Data Analyses & Writing up an Inquiry Project	Dana & Yendol-Hoppey, Chapters 5 & 6
Session 13 April 23 rd	Module on Supervision	TBA
Session 14 April 30 th	Module on Supervision (cont)	TBA
Session 15 May 7 th	Poster Sessions	