

**Seminar in Reading Research and Supervision**  
**Rutgers, The State University of New Jersey – Graduate School of Education**  
**Fall 2012, Course 15:299:566:01**  
**3 Credits**

Instructor: Dr. Lesley M. Morrow	Email: lesley.morrow@gse.rutgers.edu
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Office Hours: By Appointment	Prerequisites or other limitations: 15:299:561
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input type="checkbox"/> Yes  Directions about where to get permission numbers: from the instructor

**Learning Goals:**

This course will focus on the research methods commonly used in literacy research. Students will learn to recognize these various methodologies and to identify the types of questions best addressed by each method. Students will also be able to critique research for its significance, and research design. Students will also have the opportunity to consider their own questions about literacy instruction and will learn to plan and carry out an inquiry project. The role of a literacy specialist as a supervisor and coach will be considered; particular focus will be placed on doing research in schools and classrooms with colleagues. The course will address the following professional standards for reading professionals developed by the International Reading Association (IRA, 2010):

- Students will learn to understand the importance of evidence based-research that support the theory and practice we embrace in literacy instruction.
- Students will review read about the history of literacy research to see what we researched when and how it was researched.
- Students will be able to read and understand different types of research articles in reading and analyze the value of the research question, the quality of the literature review, how appropriate the theoretical framework is for the study, the research design including the selection of subjects, the materials and procedures, the statistical analysis, and the value of the discussion with suggestions for future research and implications for the classroom
- Students will carry out a teacher inquiry project that includes a problem important to them that is current and of importance. They will be able to design a study using a methodology discussed and read about, analyze the data, present the results and suggest the implications for practice and future research.
- Students will be introduced to professional organizations that feature research such as AERA and LRA, dissertations, researchers who are qualitative and quantitative, IRB, etc.

- Students will recognize the importance of, demonstrating, and facilitating professional learning and leadership as a career-long effort and responsibility as a reading specialist, professional development provider, coach, and a provider of practical and research resources for teachers.

## **Course catalogue description:**

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

## **Office Hours**

### **Course Website**

eCollege site: <https://ecollege.rutgers.edu/index2.jsp>

## **Required Texts**

Duke, N. K. & Mallette, M. H. (2011) *Literacy research methodologies*, 2<sup>nd</sup> ed. NY: Guilford Press. (LRM)

Zepeda, S. J. (2012) *Professional Development: What Works*, 2<sup>nd</sup> ed. Larchmont, NY: Eye on Education. (PD: WW)

## **Required Readings On e-College Website When Scheduled:**

Download: A short History of United States' Reading Research and Instruction: 1900 to 2006:

Download: Integrating the Elementary Language Arts: An Historical Perspective. *Handbook of Research on Teaching the English Language Arts*. Jennifer Monaghan and Douglas Hartman

Download: Education Policy and the Language Arts. *Handbook of Research on Teaching the English Language Arts*. Timothy Shanahan

Download: Why do we need Evidenced Based Research: Power Point

Download: Research Strategies

Download: Developing a research plan

Download: Finding Your Findings: Data Analysis

Download: a copy of the Common Core State Standards for Language Arts Literacy, at your grade level, brings them to class every session. <http://www.corestandards.org/the-standards/english-language-arts-standards/>

Download: information you can find on CCSS assessment PARCC  
<http://www.parcconline.org/samples/item-task-prototypes>

Download research articles illustrating different types of research methods when required.

Download: Models of Coaching

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## **Course Policies**

### **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.

## **Assignments & Grading**

- Students will read all assignments and participate in online and face-to-face discussions

**Research article presentations:** You will read articles that are exemplars of different types of literacy methodologies. Write and present following this outline:

- The purpose of the study,
- The theoretical framework,
- The procedures to collect data (participants, treatment)
- The research design to analyze the data,
- The results of the analysis and
- The conclusions.
- A personal comment and question in regard to the research

Use headings above. Should be 1 page, the presentation 5 minutes. On weeks that you are on the panel hand in a report. On weeks you are not on the panel you do not have to hand in a report.

### **Report on book chapters and articles other than research: Panel Participation about Readings**

Each week a few students will be asked to participate as the panel to discuss selected readings for the week. Each student will be on about 3 panels during the semester. One must be for a research article. When you speak on the panel for a chapter or article that is not research include the following:

1. Tell us your name, the title of your reading and just a few sentences about the article.

**Do not present a detailed summary, present the main ideas.**

2. Present what you believe to be the most important 1 or 2 ideas in the reading and reflect upon ideas that are meaningful to you.
3. Reflect upon an idea that might be controversial for you
4. What about this chapter or research design do you like or not?
5. Pose a question you have about the article or research to the class

**Each person on the panel should speak no more than 5 minutes maximum or less.**

**Responses to Student Reports.** All students are required to respond on e-college during the semester when we have a hybrid class. There is no format for this response. When you present online on a hybrid day to continue the discussion upload your written report and post a question. Prepare a 1 page panel report as discussed above whether it is a research report or chapter report. Students respond to one of the items uploaded

### **Teacher Inquiry Project (with Theoretical Frame)**

*(Required for the Reading Specialist Ed. M. portfolio)*

Teacher inquiry or teacher action inquiry has become a widely accepted strategy for practitioner professional development aimed at improving practice. These projects typically help teachers to 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 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 describe research that is related to your problem and that informed your thinking. Be sure to cite key authors associated with the theory and the research you discuss. Next you will describe your procedures for collecting data and selecting subjects. Then you select the research design to analyze the data. It should conclude with what you learned as a result of your inquiry and what your experience helped you understand regarding implications for practice and future research.

Due Date: Dec. 5

### **Percentages for Requirements**

1. Written panel presentations (chapters and research articles, online discussion) (20)
2. Hybrid reports (coach, supervisor, qualitative, qualitative researcher, IRB, dissertation defense, proposal defense) (30)
3. Teacher Inquiry Project (40)
4. Class participation (attendance, discussion in class, snack) (10)

### **Recommendations**

1. Please hand assignment in on time. Grades will be lowered when work is late
2. All work must be done on a computer using APA style

3. Attendance is important. Grades are affected when absent
4. Class presentations are an important part of the course
5. Discussion of readings is crucial to the course
6. Join a professional organization (IRA, NAEYC, NJRA, NJEA, LRC, NCTE, etc.)
7. Subscribe to a professional journal
8. Attend a professional conference about literacy eg. Rutgers Reading and Writing Conference on April 12, 2013
- 9. Join the Center for Literacy Development at Rutgers**
10. Ask questions at any time. I am happy to help you with your work.
11. Type on only one side of the paper
12. DO NOT PUT PAPERS IN BINDERS. STAPLE PAPERS TOGETHER
13. HAND IN PAPERS IN CLASS NOT THROUGH E-MAIL

## **Anticipated Schedule for the Semester**

**Weekly Readings: An Asterisk before a Reading is on the e-College site\***

### **Sept. 5: History of reading and reading research.**

- \*A short History of United States' Reading Research and Instruction: 1900 to 2006:
- \*Integrating the Elementary Language Arts: An Historical Perspective. *Handbook of Research on Teaching the English Language Arts*. Jennifer Monaghan and Douglas Hartman
- \*Education Policy and the Language Arts. *Handbook of Research on Teaching the English Language Arts*. Timothy Shanahan
- \*Why do we need Evidenced Based Research: **Power Point** \*Research Strategies

### **Sept. 12: Action Research**

- Chapters 2- 6- 12: PD: WW
- Evaluating and Assessing Professional Development
- Job Embedded Learning,
- Action Research
- \* Developing a Research Plan
- \*Finding Your Findings: Data Analysis
- \* Action Research paper by a former student

### **Sept. 19:**

#### **Chapt. 13 LRM Survey**

- Baumann, J.F., Hoffman, J.V., Duffy-Hester, A.M., & Ro, J.M (2000). The first R yesterday and today: U.S. elementary reading instruction practices reported by teachers
- Chapt.** Chapt. 7 Coaching
- \* Types of Coaching (Warpole and McKenna)

**Sept. 26: Hybrid class No in class:** Interview a coach and a supervisor in a reading district based on form provided. Add questions if you wish. (2 pages each)

#### **Chapter: 6, LRM: Formative and Quasi-Experimental Design**

Use form for presenting chapters to report on chapter 6 in LRM (1 page)

Reinking, D. & Watkins, J. (2000). A formative experiment investigating the use of multimedia book reviews to increase elementary students' independent reading. *Reading Research Quarterly* 35(3), 384-419

Use abstract form for presenting on research studies to report on the formative study (1 page)  
This is due for Oct. 3

## **Oct. 3:**

### **Experimental, Quasi-Experimental Designs and Mixed Methods**

#### **Chapter 7 in LRM**

\*Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55.

\*Morrow, L.M. & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Education Psychology*, 89(4), 736-742 (Mixed Methods)

\*Morrow, L.M. (1985). Retelling stories: A strategy for improving young children's comprehension, concept of story structure, and oral language complexity. *The Elementary School Journal*, 85(5), 647-661.

## **Oct. 10**

### **Chapter 2: LRM-Case study**

\* Coburn, C. E. & Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1).

### **Discuss and Distribute IRB forms**

## **Oct. 17-Chapt. 6- Ethnographic Research (LRM)**

\*Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11, 49-76.

Chapter 3: PDWW: Adult Learning

Chapter 8 PD:WW

Collaborative Teacher Development

**Oct. 24- Hybrid class:** Interview a quantitative and qualitative researcher from Rutgers or elsewhere

(Write up a two page report and hand in on Hand In via e-mail Oct. 31)

Chapts. 4: LRM- Discourse Analysis, written

Use chapter review form one page each hand in via e-mail Oct. 31

\*Morrow, L.M. (1982). Story structures represented in selections of primary basal readers. *Reading Improvement*, 19(3), 194-199. (*Text Discourse*)

**Oct. 31- Hybrid Class,** Interview a coach and supervisor, Use form provided

(2 pages for each, due on Nov. 14) Go to a dissertation or dissertation defense.

Review a dissertation proposal or a dissertation defense whichever you did not see.

Write what transpired; discuss the structure of one of the documents you choose.

**Nov. 7 - Chapt 4. : LRM- Discourse Analysis, Conversation**

\*Michaels, S. (1981). "Sharing time": Children's narrative styles and differential access to literacy. *Language in Society*, 10, 423-443. (*Conversation*)

**LRM chapt. 3: Correlational Data**

Anderson, R.C., Wilson, L. G., & Fielding, P. T. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23(3), 285-303.

**Review Action Research**

**Nov. 14: Attend Center for Literacy Development Event: 4:30 to 6:30**

**Read IRB forms distributed**

**Nov. 21: Hybrid Class: Preparing Action Research Report**

**Nov. 28- Hybrid Class: Preparing Action Research Report**

**Dec. 5: Poster and Presentation of Action Research**

**Dec. 12: Poster Session and Research Section of Action Research**