### Flex Course Request

**College**
- EHE

**Course Bulletin Listing**
- EDU T&L - EDUCATION:TEACHING & LEARNING

**Course Prefix**
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**Course Number**
- 828

**Full Course Title**
- Trends and Issues in Teaching Reading in the Elementary School

**Level**
- Undergraduate
- Graduate

**Credit Hours**
- 3

**Proposed Effective Year**
- 12

**Proposed Effective Term**
- Winter Quarter

**Previous term(s) of offering and enrollment**
- 

### Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**
- Designed for experienced teachers and curriculum workers; current developments, trends, and issues critically analyzed according to available research evidence.

**Offering Pattern**
- This year
- Every other year

**General Course Information Statement**
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**Offered in Distance Learning Format?**
- 

**Service Learning?**
- 

**Date Range(s)**
- Jan 2 - Mar 12, 2012

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Course offered for less than term length or Workshop

☑ Off-campus offering?

Complete this section for off-campus courses

Off-campus ZIP code 43210

Explain differences in distribution of contact time with on-campus offerings

Instructor Dr. Susan Hayward Rank Adjunct

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the School of Teaching and Learning Office of Outreach and Engagement to serve the needs of the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

Course Contact Information

Faculty Name  Dr. Susan Hayward
Faculty Email  hayward.16@osu.edu
Contact Name  Sarah McNeill
Contact Dept  EDUTL
Contact Email  mcneill.27@osu.edu
Contact Phone  2-2476
Flex Course Request Form

College: EDU  Course Bulletin Listing: EDUTL

Course Number: 828  Generic course or decimal subdivision:  Course Decimal: ___

Level: Graduate  Grade Option: S/U  Credit Hours: 3


Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: 25 word limit

This course will provide an in-depth examination of major trends and issues in the teaching of reading. We will examine the major trends in literacy research over the last four decades and major issues and concerns that are currently debated and discussed among members of the literacy education professional community.

Course offered less than term length: N  Distribution of Class Time: 2.18/11 weeks

Offering Pattern: N  Section Size: 30  Date Range: January 2-March 12, 2012

Off-Campus Offering: Y  Off-Campus Zip code: 43210  Off-Campus Location: Ft. Hayes

Hours Out-of-Class Preparation: 40  Total Class Meeting Hours: 24  Length of each Class: 2.18

Advertised Course Title: Trends and Issues in Teaching Reading

Faculty Name: Susan Hayward, Ph.D.  Faculty Rank: adjunct

Faculty Phone: 740-463-9150  Faculty E-mail: hayward.16

Secondary Instructor: Desired Access:

SI Phone: SI E-mail:

Academic Advising Opportunity: by appointment, before and after class

Approved by the Graduate Studies Committee Chair: Date:

Approved by the School Director: Date:
The Ohio State University
College of Education and Human Ecology
Trends and Issues in Teaching Reading
T&L 828
3 graduate credit hours
Winter Quarter, 2012
Monday: 5:30-7:48

Susan Hayward, Ph.D.
e-mail: hayward.16
office hours: by appointment

COURSE DESCRIPTION/RATIONALE: This course will provide an in-depth examination of major trends and issues in the teaching of reading in the elementary school. We will examine the major trends in literacy research over the last four decades and major issues and concerns that are currently debated and discussed among members of the literacy education professional community. A number of major U.S. syntheses of research will be used as the basis for this examination.

Participants will be expected to examine the evidence and arguments supporting different points of view, to evaluate the evidence and arguments on the basis of research and professional practice, and to develop and defend their own positions. The goal is for participants to gain an understanding of the major trends and issues in literacy education and to be able to think critically about them.

Objectives: As a result of taking this course, students should be able to:

1. Identify a range of issues and concerns that are currently debated and discussed among members of the literacy education professional community.
2. Understand the major trends in literacy research.
3. Display knowledge of the evidence and arguments supporting different points of view in literacy education.
4. Critically evaluate the evidence and arguments for different points of view in literacy education on the basis of research and professional practice.
5. Develop and defend their positions on issues in literacy education.
Texts/Readings: You are required to read from the handouts assigned for each class session. In addition, bring one article for each class on the topic being discussed. These need to be from a peer-reviewed journal.

Grading: Students will receive a final letter grade (A, A-, B+, etc.). Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

- A 93-100%
- A- 90-92
- B+ 87-89
- B 83-86
- C+ 77-79
- C 73-76
- B- 80-82
- C- 70-72
- D+ 67-69
- D 60-65
- E 59% or less

The Ohio State University Bulletin states guidelines for marking (grading) that indicate the above quality determinations are based on a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise. It should be noted that grades of A and A- are only used where the work is of an excellent standard.

Topical Outline: This is a tentative schedule. You are required to read the articles listed under each class discussion. These can be found on Carmen.

Week 1

Course Overview
Introduction to the course
Overview of major U.S. research syntheses
Compile list of current trends and issue in education today

Go to the International Reading Association website and bring two position statements on an area of interest,
http://www.reading.org/General/AboutIRA/PositionStatements.aspx

Week 2

How has Literacy Research and Instruction Changed Over Time?


Listen to the following podcast on the IRA website: Cassidy on what's hot in reading: Jack Cassidy traces the 12-year history of his annual survey of literacy leaders to determine what's hot or should be hot in the field of reading. 
http://www.reading.org/General/Publications/Podcasts.aspx

***beginning with this class session, you will bring one article in for small group discussion for each class session (I will explain this during our first class session)

**Week 3**

**What is Reading?**


bring one article to share

**Week 4:**

**What are the Messages of the Major U.S. Research Syntheses?**

Listen to Podcast: Gambrell, Marinak, and Malloy on motivation to read

bring one article to share

**Week 5**

**How Well Do Our Students Read?**

Listen to podcast: Aftlerbach on Assessment, Peter Aftlerbach comments on how classroom assessment, not NCLB-mandated testing, should influence teaching.

bring one article to share
Week 6

Progress in International Reading Literacy Study, 2006.
The Nation's Report Card: NAEP Reading 2009
OGT/OAA/Value-added
Common Core Standards

bring one article to share

Week 7

What's New About Teaching Reading Comprehension?
Wilkinson, I. A. G., & Son, E. H. (in press). A dialogic turn in research on
learning and teaching to comprehend. In M. L. Kamil, P. D. Pearson, E.
Moje, and P. Afflerbach (Eds.), Handbook of reading research, Volume IV.
NY: Routledge.

Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2010). Developing a
model of Quality Talk about literary text. In M. G. McKeown and L.
Kucan (Eds.), Bringing reading research to life (pp. 142-169). NY:
Guilford Press.

bring one article to share

Week 8

Reader; She Just Can't Comprehend”: Studying the Relationship Between
Fluency and Comprehension. The Reading Teacher, 62(6), 512–521.

Lai, M., McNaughton, S., Amituanai-Toloa, M., Turner, R., & Hsiao, S. (2009,
January/February/March). Sustained Acceleration of Achievement in Reading
Comprehension: The New Zealand Experience. Reading Research Quarterly,
44(1), 30-56.

bring one article to share

Week 9:

What's Happening with Technology and the Teaching of Reading?

of online reading comprehension. In C. C. Block and S. R. Parris (Eds.),
Comprehension instruction: Research-based best practices (pp. 321-346).
NY: Guilford.

C. Block and S. R. Parris (Eds.), Comprehension instruction:
Week 10  Listened to Podcast: Lapp and Fisher on comprehension Instruction, Lapp and Fisher talk about comprehension instruction, from its history to current issues in critical literacy and the impact of digital text.


Exam Date:  continue sharing of assignments

Course Requirements/Evaluation:
1. Expectations: (10%) You will be expected to attend class regularly and on time, prepare for discussions as indicated on the syllabus and noted in class, show evidence that you have read as fully as possible in the texts/handouts and to participate in informal group activities.

2. Annotations and Reviews: (45%) Each student will examine, analyze, and annotate a total of 15 peer reviewed articles or books. Select one for sharing during each class session in a small group setting. This will function similar to a book club discussion.

Topic Possibilities:
- History of Reading Instruction
- Reading Diagnosis
- RTI
- Formative and Summative Reading Assessments
- Understanding Literacy and Literacy Acquisition and Cognition and Learning
- Promoting Motivation and Engagement
- Teaching Phonological Awareness, Phonics, Spelling, Fluency, Vocabulary, and Comprehension and Writing
- Family Literacy
- Teaching Struggling Readers and Diverse Learners
- Technology
- Standards, Assessment, and High Stakes Testing
- Supporting the Development of Exemplary Teachers
- Scientifically Based Reading Research

3. Review of Research: (45%) Write a review of research on a question of your choosing relevant
relevant to the trends and issues covered in this course. In your paper, synthesize the research on the topic in a coherent, well-organized way. Clearly state your conclusion(s) and identify any implications for research or practice. Papers will be evaluated on the basis of:

- organization of the review
- evidence of reading of relevant research and theory
- clarity of argument
- quality of writing (clarity, organization, mechanics)
- use of APA (5th or 6th edition) style for citation and references

For useful resources on using APA style, see:
http://library.osu.edu/sites/guides/apagd.php
http://owl.english.purdue.edu/owl/resource/560/01/

For other helpful resources to find articles and learn about how to use the library, see:
http://library.osu.edu/help/faq.php

Length: 8-10 pages (excluding references on separate pages), double-spaced, 12-point font
Due: last class session
Proposal of topic: due during week three of class

Diversity Statement: All students will be treated equally and all persons will be able to share freely and openly without judgment. The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present course materials, discussions, and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestion about how to improve the value of the diversity in this course is encouraged and appreciated.

Statement of Student Rights: Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.