

**READ 7110**  
**Research and Theory in Reading**  
**3 Semester Hours**  
**Fall, 2013**

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**Dewar College of Education and Human Resources**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, & Deaf Education**  
**Conceptual Framework: Guiding Principles**  
**(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**Conceptual Framework: Guiding Principles**

<b>Dispositions</b>	Productive dispositions positively affect learners, professional growth and the learning environment.
<b>Equity</b>	All learners deserve high expectations and support.
<b>Process</b>	Learning is a life-long process of development and growth.
<b>Ownership</b>	Professionals are committed to and assume responsibility for the future of their disciplines.
<b>Support</b>	Successful engagement in the process of learning requires collaboration among multiple partners.
<b>Impact</b>	Effective practice yields evidence of learning.
<b>Technology</b>	Technology facilitates teaching, learning, community building and resource acquisition.
<b>Standards</b>	Evidence based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **REQUIRED TEXTBOOKS**

Tracey, D.H., & Morrow, L.M. (2012). *Lenses on reading: An introduction to theories and models*. (2<sup>nd</sup> ed.). New York, NY: Guildford.

LiveText, Inc. (2008). *College LiveText edu-solutions: Graduate edition*. IL: United Learning.

Student Membership to the International Reading Association ([www.reading.org](http://www.reading.org))

### Assigned Journal Articles

*\*\*Students MUST purchase Live Text for this course if they have not already done so. If a student has not purchased Live Text by midterm, they will be dropped from the course. A student who does not submit Live Text documents will not be eligible to pass the course.*

## **COURSE DESCRIPTION**

A Review of the major research and theories in reading. Reading research findings will be applied to classroom instruction.

## **COURSE OBJECTIVES (CO):**

1. Explains the major theories of reading and writing development (InTASC1,2,3,4; O-DL2.1; O-DL2.1; O-EDL2.1; O-EDL2.2; CPL 1.1)
2. Identifies the underlying theories of reading in both research and classroom practice in a variety of areas: emergent literacy, early intervention programs, literature-based instruction, differentiated instruction, assessment, and integrated literacy instruction (InTASC1,2,3,4; O-DL2.1; O-DL2.1; O-EDL2.1; O-EDL2.2; CPL 1.1)
3. Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development. (InTASC1,2,3,4; O-DL2.1; O-DL2.1; O-EDL2.1; O-EDL2.2; CPL 1.1)
4. Explain the research and theory of learning environments that support individual motivation to read and write. (InTASC1,2,3,4; O-DL2.1; O-DL2.1; O-EDL2.1; O-EDL2.2; CPL 1.1)
5. Identify major milestones in reading scholarship and interpret them in light of the current social context. (InTASC1,2,3,4; O-DL2.1; O-DL2.1; O-EDL2.1; O-EDL2.2; CPL 1.1)
6. Explain how reading and writing relates to the content areas and the local, state, national, and professional standards. (InTASC1,2,3,4; O-DL2.1; O-DL2.1; O-EDL2.1; O-EDL2.2; CPL 1.1)

<b>Course Objective</b> Upon completion of the course, each student is expected to have attained the following knowledge and skills:	<b>Assignments</b>	<b>InTASC Standards</b>	<b>IRA Standards</b>	<b>Themes</b>
Explains the major theories of reading and writing processes and development	Participation, Quizzes, Conversation Convener, Research Handbook, Exam	1,2,3,4	1.1, 1.2	O-DL <sub>2.1</sub> , O-DL <sub>2.2</sub> ; O-EDL <sub>2.1</sub> ; O-EDL <sub>2.2</sub> CPL <sub>1.1</sub>
Identifies the underlying theories of reading in both	Participation, Quizzes, Conversation Convener,	1,2,3,4	1.1, 1.2, 3.1	O-DL <sub>2.1</sub> , ODL <sub>2.2</sub> ;

research and classroom practice in a variety of areas: emergent literacy, early intervention programs, literature-based instruction, differentiated instruction, assessment, and integrated literacy instruction	Literacy Leader Research Paper, Research Handbook, Exam			O-EDL <sub>2.1</sub> ; O-EDL <sub>2.2</sub> CPL <sub>1.1</sub>
Demonstrate and understanding of the relationship between first- and second-language acquisition and literacy development	Participation, Quizzes, Conversation Convener, Research Handbook, Exam	1,2,3,4	2.1, 4.1, 5.2	O-DL <sub>2.1</sub> , ODL <sub>2.2</sub> ; O-EDL <sub>2.1</sub> ; O-EDL <sub>2.2</sub> CPL <sub>1.1</sub>
Explain the research and theory of learning environments that support individual motivation to read and write	Participation, Quizzes, Conversation Convener, Research Handbook, Exam	1,2,3,4	1.1, 2.1, 5.1, 5.2, 5.3	O-DL <sub>2.1</sub> , ODL <sub>2.2</sub> ; O-EDL <sub>2.1</sub> ; O-EDL <sub>2.2</sub> CPL <sub>1.1</sub>
Identify major milestones in reading scholarship and interpret them in light of the current social context	Participation, Quizzes, Conversation Convener, Literacy Leader Research Paper/Advanced Lit. Review, Exam	1,2,3,4	1.1, 1.2, 6.2	O-DL <sub>2.1</sub> , ODL <sub>2.2</sub> ; O-EDL <sub>2.1</sub> ; O-EDL <sub>2.2</sub> CPL <sub>1.1</sub>
Explain how reading and writing relates to the content areas and the local, state, national, and professional standards	Participation, Quizzes, Conversation Convener, Exam	1,2,3,4	1.1, 2.1, 6.4	O-DL <sub>2.1</sub> , ODL <sub>2.2</sub> ; O-EDL <sub>2.1</sub> ; O-EDL <sub>2.2</sub> CPL <sub>1.1</sub>

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**Class Participation:** In order to complete this course successfully, it is essential that you come prepared for class and that you actively participate in class activities. You will be required to demonstrate that you have mastered the assigned readings and that you are making connections between theory and practice. Participation will include whole-class discussions, small-group discussions, and interactive lectures. All work must reflect a level of quality consistent with a professional educator. (CO 1-6).

**Quizzes:** Throughout the semester, there will be weekly quizzes. The quizzes will be administered at the start of class and **cannot** be made up. (CO 1-6).

**Advanced literature review:** You will select a recognized leader in the field of literacy. You will then research this person's contribution to the field of reading. You will begin your research on the Reading Hall of Fame site (<http://www.readinghalloffame.org>); however, your investigation must dig deeper. You are expected to review at least five resources created by or about the literacy leader. You will discuss the leader's biographical information, major theories and models, and impact on the current field of teaching. You will create a brochure highlighting your literacy leader and provide a copy for each member of the class. (CO 1, 5) **Post to Live Text.**

**Research Handbook** 15 entries 2-3 pages each written in paragraph form.

5 psychological, 5 sociological, 5 linguistic models or theories (see template) **Post to Live Text**

### **Overview:**

Each candidate will compile a Foundation of Literacy Handbook which includes: (a) the psychological, sociological, and linguistic foundations of reading, a comparison/contrast of the theories, and a reflection/critique of the theories; (b) influential reading studies, how these studies impacted reading instruction, and a chronology of important historical developments; and (c) the major theories of language acquisition and the reading process and a comparison/contrast of these theories.

### **Psychological, Sociological, and Linguistic Foundations of Literacy (IRA 1.1)**

Candidates will

1. Explain the psychological foundations pertaining to literacy. Identify the major theories in this area, the theorist(s), and important concepts of each theory that relate to literacy.
2. Explain the sociological foundations pertaining to literacy. Identify the major theory in this area, the theorist(s), and important concepts of the theory that relate to literacy.
3. Compare and contrast the theories in items 1 and 2 above.
4. Reflect upon and critique the above theories. Use knowledge gained from your teaching experiences and reading when critiquing the theories.
5. Explain the linguistic foundations pertaining to literacy. Identify the four major linguistic systems, researchers in the areas, and important concepts that relate to literacy.
6. Reflect upon and critique the above linguistic foundations.

### **Reading Research and the History of Reading (IRA 1.2)**

Candidates will

1. Identify and summarize reading research studies that made a difference, and tell how they influenced reading instruction.
2. Develop a chronology of significant developments in the history of reading.

### **Theories of Language Acquisition and Theories of the Reading Process (IRA 1.3)**

Candidates will

1. Identify and explain four major theories of language acquisition. Identify the major theorist(s) and important concepts of each theory.
2. Compare and contrast the four theories.
3. Identify and explain the four major theories of the reading process. Identify the major theorist(s) and important concepts of each theory.
4. Compare and contrast the four theories.

**Exam:** You will demonstrate your increased knowledge about major research, theories, and current issues in reading by passing a content exams which will be a comprehensive final. (CO 1-6)

All written assignments are to be in edited Standard English and free of distracting errors in grammar, usage, spelling, punctuation, and sentence structure. All written assignments must be typed in a professional manner and observe the editorial conventions of the American Psychological Association (APA). Work failing to meet these requirements will be returned ungraded and may be resubmitted for half credit if corrected by the next class meeting.

**NO LATE WORK WILL BE ACCEPTED.**

### **COURSE EVALUATION**

#### **Assessment/Evaluation Policy**

Participation (Attendance/Quizzes (4)/Discussion Director)	100
Literacy Leader Literature Review	50
Research Handbook (10 pts each entry)	150
Final Exam	<u>50</u>
<i>Total</i>	<i>350</i>

#### **Grading Scale**

A = 100% - 93%	D = 74% - 65%
B = 92% - 85%	F = 64% - 0%
C = 84% - 75%	

### **ATTENDANCE POLICY**

As per the VSU Undergraduate Bulletin, "A student who misses more than 20% of the scheduled classes will be subject to receiving a failing grade in the course." It is important to note that three tardies constitute one absence. This not only includes coming to class late, but leaving class early and returning from breaks as well.

### **PROFESSIONALISM**

#### ***STATEMENT ON ACADEMIC INTEGRITY***

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving

conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *DESCRIPTION OF ACADEMIC DISHONESTY*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

## **DEWAR COLLEGE OF EDUCATION AND HUMAN RESOURCES POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second



(or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## ***STUDENT SUCCESS CENTER***

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **SUBMIT AN ASSIGNMENT AS A PORTFOLIO ARTIFACT**

You will submit assignment artifacts after loading them into your portfolio throughout your program of study. Your instructor will assess each required artifact.

I. Complete the assignment page in your portfolio

1. Click on the **Documents** tab and open your portfolio, then open the artifact page for the current assignment.
2. Upload your assignment file(s) in the appropriate section.
3. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a) The Description section can be very brief.
  - b) In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c) In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d) In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

II. Hide all pages except your current assignment page.

4. Click on **Manage Pages** at the top of the page.
5. Click in the box next to **Title**. This will select all pages.
6. Click in the box next to your current assignment. This will unselect that page.
7. Click on **Hide** at the top of the page.
8. Click on **Save and Finish**.

III. Submit your assignment for assessment.

9. Click the **Submit Assignment** button on the top of the document (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
10. Select the corresponding academic term in the Term dropdown menu.
11. Choose the corresponding course assignment on the list.
12. Click on the **Submit Assignment** button (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
13. The **Submission** tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

## **INSTRUCTOR**

Name: Brenda P. Dixey, Ph.D.

Office Number: Room 1111 – Education Building

Telephone Number: 229-333-5626 (office); 229-333-5611 (main office)

Email Address: [bpdixey@valdosta.edu](mailto:bpdixey@valdosta.edu)

Office Hours: Monday: 1:30 – 5:00 p.m.  
Tuesday: 1:30 – 5:00 p.m.  
Wednesday: 9:00 a.m. – 12:00 noon  
Other Hours: by appointment

**TENTATIVE TIMELINE/SCHEDULE OF CLASSES**  
**Fall, 2013**

<b>Date</b>	<b>Class Topic</b>	<b>Assignments</b>	<b>Due</b>
8/13	Introductions Syllabus Diagnostic Assessment Research Assignment Literacy Leader Assignment Preview your text Reading Hall of Fame	Re-read the syllabus  Select your Literacy Leader research topic Read Chapter 1 Be prepared to discuss	8/20
8/20	<u><b>Introduction to Theory and Models</b></u> Chapter 1 Discussion Paradigm/Perspective Activity Mental Models  Conversation Convener - Description <u><b>Early Theories</b></u> Mental Discipline Theory Association Theory Unfoldment Theory Structuralism	Read Ch. 2 & 3 Complete 1 <sup>st</sup> entry into Research Handbook Work on Literature Review	8/27
8/27	<u><b>Behaviorism</b></u> Literacy Leader #1:  Classical Conditioning Theory Connectionism Operant Conditioning Theory	Complete 2 <sup>nd</sup> entry into Research Handbook Work on Literature Review Study for Quiz 1 Read Ch. 4	9/10
9/3	<u><b>Quiz 1</b></u> <u><b>Constructivism</b></u> Literacy Leader #2:  Conversation Convener #1: Inquiry Learning Schema Theory Transactional/Reader Response Theory  <u><b>Schema/Transactions in Reading Process</b></u>  Schema Pragmatics Surface versus Deep Structures	Read Ch. 5 Complete 3rd entry into Research Handbook Work on Literature Review	9/17 submit via email
9/10	Online assignment Complete 4 <sup>th</sup> entry into Research	Work on Literature Review	9/24 submit via email

	Handbook	4 <sup>th</sup> entry	
9/17	Online assignment Complete 5 <sup>th</sup> entry into Research Handbook	5 <sup>th</sup> Entry	10/1
9/24	<b><u>Constructivism</u></b> Literacy Leader #3:  Psycholinguistic Theory Whole Language Theory Metacognition Engagement Theory Quiz 2	Read Ch. 5 Complete 6 <sup>th</sup> entry Work on Literature Review	10/8
10/1	<b><u>Literacy Development Theories</u></b> Conversation Convener #2:  Cognitive Development Theory Maturation Theory Stage Models of Reading Emergent Literacy Theory Family Literacy Theory	Read Ch. 6 Complete 7 <sup>th</sup> entry Work on Literature Review	10/22
10/8	<b>Catch Up Day</b>		
10/15	<b><u>Social Learning</u></b> Literacy Leader #4:  Sociolinguistic Theory Socio-cultural Theory Social Constructivism Social Learning Theory Critical Literacy Theory  Quiz 3	Work on Literature Review Read Ch. 7 pgs. 150-166  Complete 8 <sup>th</sup> Entry	10/29
10/22	<b><u>Information/Cognitive Processing (1950s-1970s)</u></b> Conversation Convener #3: Conversation Convener #4:  Information Processing Theories Substrata-Factor Theory of Reading Rauding Theory Gough's Model Automatic Information Processing Model Interactive Model <b><u>Information/Cognitive Processing (1950s-1970s)</u></b>	Work on Literature Review - Read Ch. 7 pgs. 166-190 Complete 9 <sup>th</sup> Entry	11/5

	<p>Conversation Convener #3: Conversation Convener #4:</p> <p>Information Processing Theories Substrata-Factor Theory of Reading Rauding Theory Gough's Model Automatic Information Processing Model Interactive Model</p>		
10/29	<p><b><u>Information/Cognitive Processing (1980s)</u></b></p> <p>Interactive-Compensatory Model Orthographic Processing Perspective Verbal Efficiency Theory Construction-Integration Model Phonological-Core Variable Difference</p>	<p><b>Complete Literature Review</b> Complete 10<sup>th</sup> Entry</p>	11/12
11/5	<p><b><u>Information/Cognitive Processing (1989-Present)</u></b> Literacy Leader #6:</p> <p>Parallel Distributed Processing Model Dual-route Cascaded Model Double-deficit Hypothesis Neuroscience and Education</p>	<p>Complete 11<sup>th</sup> Entry Study for Quiz 4</p>	11/19
11/12	<p><b><u>Quiz 4</u></b> <b><u>Contexts &amp; Strategies in Reading Process</u></b></p> <p>Varieties of Context Learning environments that support individual motivation to read and write. Language Cues <b>National Reading Panel Report</b> <b>Differing perspectives on research</b></p>	<p>Read Chapter 8 Complete 12<sup>th</sup> Entry</p>	11/26
11/19	<p>Language Acquisition theories Relationship between first- and second-language acquisition and literacy development New Literacies for the 21<sup>st</sup> Century Common Core Standards ESOL Standards Information Literacy</p>	<p>Complete 13 &amp; 14 Entry Read Handouts Study for final exam</p>	12/3
11/26	<b>THANKSGIVING BREAK</b>		

12/3	<b>Final Exam</b> <b>Research handbook</b> <b>Combine all entries into one document</b> <b>and post to Live Text by 12/7</b>	Complete 15 <sup>th</sup> Entry Research Handbook	<b>12/7</b>
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