

**RDG 590 LITERATURE AND INSTRUCTIONAL MATERIALS IN READING PROGRAMS**

*RDG 590 is a required course for the Masters in Reading and Texas Reading Specialist Certification.*

**College of Education**

**Department of Language, Literacy and Special Populations**

**Summer 1 - 2008**

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

**Course Description:** This course builds upon and expands prior professional knowledge, preparation, and experience. It provides a deeper and more comprehensive understanding of reading development and Texas Reading interests. This course will examine current literary and pedagogical theories of reading/literature instruction, instructional materials, and motivational materials for classroom use.  
Prerequisite: RDG 530 Foundations of Literacy, undergraduate course in Literature for Children or Literature for Young Adults.

- Text/Readings:**
1. Farstrup, A., & Samuels, S. J. (2002). *What Research has to say about Reading Instruction, 3<sup>rd</sup> Ed.*. Newark, DE: International Reading Association.
  2. Three young adult novels (self-selected) – two for Booktalks, one for Book Rationale
  3. One literature textbook from grades 4-12 (Day 5) You may borrow this
  4. One curriculum guide from a particular course of study in grades 4-12. (i.e. Grade 7 Language Arts/Literature Curriculum) You may borrow this, also.
  5. Three Self-selected articles on various topics (see days 4, 6, 12 for more information)
  6. Articles/chapters on reserve from SHSU's library or online from external sources.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards: Texas Reading Specialist Standards IRA Standards</b>
Summarize major recent research findings on varied approaches to the teaching of literature	<ul style="list-style-type: none"> <li>• Read, summarize, and reflect on three research reports related to literature instruction, creating joyful readers, and appropriate materials for reading and literature instruction.</li> <li>• Read text chapters and complete a response log entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Research report, forum responses, summaries, response log; attitude guide</li> </ul>	<u>1.19k; 1.20k; 1.21k; 1.22k; 1.23k; 4.2k; 4.3k</u>  2.11
Summarize major recent research findings on techniques for instilling a life-long joy of reading/literature	<ul style="list-style-type: none"> <li>• Read, summarize, and reflect on three research reports related to literature instruction, creating joyful readers, and appropriate materials for reading and literature instruction.</li> <li>• Read text chapters and complete a response log entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Research report, forum responses, summaries, response log; attitude guide</li> </ul>	<u>4.2k; 4.3k</u>  1.3, 5.1, 5.2, 5.3, 5.5

Summarize and apply major recent research findings on reading development and interests	<ul style="list-style-type: none"> <li>• Read, summarize and reflect on three research reports related to literature instruction, creating joyful readers, and appropriate reading materials for literature instruction</li> <li>• Read text and complete a response log entry</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Responses to classmates</li> <li>• Response log entry</li> </ul>	<u>1.25k, 1.26k, 1.27s, 1.28s, 2.18k, 2.13s, 2.14s, 4.4k</u>  <i>5.1, 5.2, 5.4, 5.5</i>
Examine critically current materials available for reading literature instruction	<ul style="list-style-type: none"> <li>• Present 2 booktalks</li> <li>• Write and share a book rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Book talks and rubrics</li> <li>• Responses to classmates' book talks</li> </ul>	<u>2.19k, 2.20k, 2.14s, 4.4k</u>  <i>2.12, 12.45</i>
Examine critically current materials available for motivating students to read	<ul style="list-style-type: none"> <li>• Present 2 booktalks</li> <li>• React to all classmates' rationale</li> <li>• Write and share a book rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Write book rationale papers</li> <li>• Responses to classmates' rationales</li> </ul>	<u>2.19k, 2.20k, 2.14s, 4.4k, 12.4 k</u>  <i>2.12, 12.4</i>
Develop and implement plans for the use of a variety of reading materials in the classroom	<ul style="list-style-type: none"> <li>• Respond to classmates' lessons</li> <li>• Complete a response log entry</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan with a variety of materials included</li> <li>• Reflect on teaching experience</li> </ul>	<u>1.23s, 1.24s, 2.12s, 2.13s, 2.15s, 3.4s, 3.9s</u>  <i>5.1, 5.2, 16.2</i>
Examine the role of goals, instruction, and assessment in reading/literature instruction and apply findings	<ul style="list-style-type: none"> <li>• Evaluate a reading/literature curriculum</li> <li>• Read text assessment and complete reading response</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum evaluation</li> <li>• Responses to text in log entry</li> </ul>	<u>2.9k, 2.10k, 2.11k, 12.3k, 2.4k, 2.2s, 2.3s, 2.4s</u>  <i>2.14, 12.1, 12.5, 12.7</i>
Be familiar with professional organizations that address reading/literature instructional issues and promote collegiality with other literacy professionals and participate in cooperative efforts to improve literacy education for all students	<ul style="list-style-type: none"> <li>• Participate in at least one discussion group each week of the class.</li> <li>• Evaluate a reading/literature curriculum (small group project)</li> <li>• Explore professional sites (CELA, NCTE, IRA) and complete a discussion board entry which evaluates sites for professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion group rubric</li> <li>• Explore professional associations and present results to classmates via discussion forums</li> <li>• Log entry on professional sites</li> </ul>	<u>4.6k, 4.3s, 4.7s, 4.10k, 4.8s, 4.9s, 4.11k, 4.12k, 4.13s, 4.14s, 4.17s, 4.18s</u>  <i>16.5, 16.6, 13.5</i>

Web address for Texas Standards: <http://www.sbec.state.tx.us/stand-framework>

Web address for International Reading Association standards:

<http://www.reading.org/advocacy/standards/introduction.html>

**Course Format:**

**On-line:**

The content of this course is delivered utilizing Blackboard. In addition, course concepts are learned through self-study, collaborative study, group discussions, and PowerPoint presentations. Evaluation consists of self-evaluations and professor assessments using rubrics for products, discussions, and presentations.

**On-site:**

This course will include lecture or narrative presentations, small group discussions, whole class discussions, inquiries, presentations, reflection, and individual response.

**Course Content:**

Challenging Questions in the Teaching of Reading/Literature  
Rethinking Reading/Literature Instruction  
Summary of Major Research Findings on Approaches to Teaching Reading/Literature  
Examining Reading/Literature Curriculum  
Examining Current Materials for Reading/Literature Instruction  
Creating Contexts for Reading/Literature Instruction  
Organizing and planning for Reading/Literature instruction  
Instructional Approaches for Teaching Reading/Literature  
The role of the Reading/Literature Instruction  
The role of Cultural and Language Differences in Reading/Literature Instruction  
The Role of Evaluation in Reading/Literature Programs  
Professionalism in Reading/Literature Instruction  
Topics to be continued throughout the masters program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism how a professional educator thinks, acts, and speaks
- Selection of course material for portfolio

**Course Requirements:**

1. **Participation:** Candidates are expected to view presentations and complete the required assignments for each class session. They are expected to participate in discussions and interact with group members as assigned. All assignments are to be completed on the time schedule posted.
2. **Assignments and Grading:** Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. Late graded assignments lose a percentage of the points for that assignment. The course instructor may refuse to accept an assignment which is more than one week late.
3. **Professionalism:** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester and that work submitted be error free. It is expected that class participants read widely from required and recommended readings and that required discussions and reflections reflect the wide reading. Participants are expected to engage in at least one discussion per week (see evaluation and rubric under documents). Failure to meet this requirement results in a deduction of professionalism points.

**Course Activities (\* indicates field-based activity):**

1. Candidates will complete a preassessment on materials for literature instruction and methods of literature instruction (see Assignment 1/2 in course overview)
2. On-line Discussion Assignment: Candidates are required to participate in discussion boards. These discussions require that candidates post inquiries, insights, and other responses to the discussion board. They will also respond to at least three peer postings by asking questions, answering questions, and/or making helpful comments or suggestions.
3. Candidates will read from professional journals on 1) current practices in reading/literature instruction 2) creating joyful reasons to read, and 3) appropriate materials for reading and literature instruction. Summaries and a personal response will be completed. (Follow questions on Day Overviews. Instructor will post evaluation rubric at a later date.)
4. Candidates will complete a literature curriculum evaluation and a self-evaluation
5. Candidates will complete two Booktalks, which will be presented in the form of a webpage. (see Booktalk Assignment and Evaluation Rubric for Booktalk)
6. Candidates will peruse the Newsletter on Intellectual Freedom, identify a young adult book what has been challenged and defend this choice in a book rationale (see assignment 12/1 Book Rationale and Evaluation Rubric for book rationale).
7. Candidates will explore professional sites (CELA, NCTE, IRA, etc.) and complete a discussion board entry which evaluates sites for professional growth opportunities.

**Evaluation:**

1. <b>Professionalism</b>	15 pts
2. <b>3 Professional Journal Summaries</b> (10 points each)	30 pts
3. <b>2 Booktalks</b> (10 points each)	20 pts
5. <b>Curriculum Evaluation</b>	10 pts
6. <b>Book Rationale</b>	10 pts
7. <b>On-line discussion</b>	15 pts
<b>Total Points</b>	<b>100 pts</b>

A = 93-100%      B = 85-92%      C = 75-84%      F = Below 75%

**Reading Masters Degree Candidates:**

To exit this masters program, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Role 6 of the International Reading Association. Competence will be assessed through coursework and a growth portfolio submitted at the end of your coursework. The growth portfolio is comprised of required entries and products of your choosing that demonstrate mastery of the standards. The required portfolio submission from this course is: curriculum evaluation.

**Disability Statement:**

Candidates with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. People with physical impairment may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (936-294-1720.)

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