Instructor: Dr. Peter Afflerbach
Office: 2304C Benjamin Building
Class Hours: 4:15-7pm, Mondays; Room EDU 2212B
Office Hours: 2-3 PM Mondays, and by appointment
Phone: 301.405.3159
Fax: 301.314.9055
Email: afflo@umd.edu

Course overview:

The purpose of this course is to provide a broad and comprehensive overview of reading and literacy and to describe the factors that may influence effective reading instruction. Reading is conceptualized as a complex, interactive process between readers and texts. This interaction is itself influenced by complex factors that include instruction, classroom environment and individual differences. The course reading list samples from different knowledge domains and traditions of inquiry related to reading and reading instruction. The list has a purposeful focus on our understandings of important reading and reading-related phenomena across the history of reading instruction and reading research.

Course goals:

Each objective is followed by the appropriate Standard or Standards developed by the Professional Standards and Ethics Committee of the International Reading Association.

Upon completion of this course students should be able to:

1. Demonstrate understanding of
   a) current conceptualizations of the reading process: 1.1, 1.5, 2.4, 2.5, 2.8
   b) principles of human growth and development as they pertain to reading: 1.6, 1.7, 2.2, 2.4, 2.7, 3.1, 3.3
c) guidelines and principles of diagnosis and remediation: 4.1, 4.2, 4.3, 4.4

d) basic knowledge concerning “corrective-remedial reading” as well as theoretically favored views of learning to read: 1.7, 2.6, 2.7, 2.11, 2.13, 2.14, 4.3, 4.4

e) special considerations of students from diverse cultures and socio-economic settings: 1.2, 1.7, 2.3, 3.1, 3.2, 3.4

f) factors underlying reading difficulties: 1.7, 2.4, 2.7, 3.1, 4.1

h) school-based programs that can make a difference: 2.9, 3.4, 3.5

2. Demonstrate competency in

a) ability to select, develop, use and interpret direct different assessment techniques: 2.14, 4.2, 10.1, 10.2

b) ability to develop or select appropriate instructional materials for students with reading difficulties: 5.2, 12.2, 12.4

c) ability to link diagnostic findings with instructional programs: 2.14, 4.12, 12.5

d) ability to apply instructional strategies for students with reading difficulties in a classroom setting: 6.1, 6.2, 6.3, 6.5, 6.6, 7.1, 7.4, 7.5, 8.4, 14.1, 16.2

Texts:

Texts for this class represent a survey of seminal work in reading and reading education. The readings and citations are listed in the weekly course schedule. These readings will be available on the Internet or distributed in class one week prior to their discussion in class. There is no book assigned for this course.

Course Requirements:

Participation: Students are expected to attend class and participate. Examples of participation include contributing to discussions and group workshops. Indications that assigned readings have been read on time are important. 20 points

Critical questions: Students will construct a critical question for each and every assigned reading. Critical questions should reflect student’s understanding of assigned readings and serve to further our consideration of the assigned readings. The critical questions are a key aspect of the formative assessment in this course. I will provide written feedback to your critical questions each week. 20 points
Research review project: Students will identify an area of reading (e.g., reading instruction, reading diagnosis, reading assessment) and conduct a review of research related to the area. Research projects will be focused on an appropriate aspect of reading in relation to your goals for this course and for the program. Thus, you may conduct a “pure” review of research in a particular area, apply selected research to your classroom instruction, or use the research to develop appropriate instruction or assessment materials. 30 points

Final examination: Students will respond to essay questions. The questions are intended to evoke responses that allow students to demonstrate their learning across the semester. The final examination is the key summative assessment in this course. 30 points

Grading Scale:

A = 91-100
B = 81-90
C = 71-80
D = below 71
Course Schedule

Note: Assigned readings will be discussed on the date listed in Course Schedule.

August 31  Introductions and discussion; goals for the semester

September 7  Labor Day

14  Understanding Reading in the Last Century

Thorndike, E. (1917). Reading as reasoning. *Journal of Educational Psychology.*


21  Literacy Theory


28  Reading Association of Ireland, Dublin

October 5  Individual Differences in Reading


**12 Individual Differences in Reading (cont.)**


**19 Changing Perspectives on Effective Reading Instruction**


**26 Characteristics of Successful Classrooms**


**November 2 Assessment and Reading**


**9 Basal Reading Instruction and Classroom Grouping**


**16 Ongoing Controversies and Debates in Reading and Reading Instruction**


United States Department of Education: The Reading First Program’s Grant Application Process

United States Department of Education: Reading First Interim Study

United States Department of Education: Response to the Reading First Interim Report

23 **Enriching Reading Instruction**


30 **National Reading Conference Albuquerque, NM**

December 7 **Expanding Our Ideas About Reading**
