Texas A&M University – Corpus Christi

READ 5390/6390: History of Reading Instruction

Tentative syllabus: Subject to change

Dr. Dan Pearce
Office: ECDC 211
Phone: 361.825-5881
Cell: 361-658-0259
Dan.pearce@tamucc.edu
Office Hours:

I. Course Description
In this course, students will explore the history of reading and literacy instruction in the United States. The focus of the course will be on methods for teaching beginning reading, major instructional trends in reading, and a study of seminal works.

II. Rationale
This course is a course that presumes graduate students have a basic knowledge of the reading process and remediation. Students will apply their knowledge to examining trends and issues in a historical context.

III. State Adopted Proficiencies and Competencies
Not Applicable

IV. TExES Competencies
Not Applicable

V. Course Objectives and Outcomes
1. The student will demonstrate a knowledge of the history of reading instruction in the United States
2. The student will demonstrate knowledge about a significant figure’s ‘seminal works
3. The student will demonstrate knowledge of a major instructional method of teaching beginning reading.

VI. Course Topics
A. A History of Reading Instruction
B. Reading leaders
C. Approaches to reading
D. Research articles

VII. Instruction Methods and Activities
Methods and Activities for instruction include:
A. Traditional experiences (lecture, discussion, demonstration, guest speakers)
B. On line instruction

VIII. **Evaluation and Grade Assessment**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>everything in and done correctly</td>
</tr>
<tr>
<td>B</td>
<td>everything in and some problems (one or more of the completed assignments does not reflect graduate level work or is late).</td>
</tr>
<tr>
<td>C</td>
<td>everything not in (missing 2 or more assignments/late with work/work of inferior quality on one or more pieces of work).</td>
</tr>
</tbody>
</table>
IX. **Evaluation**

A. Weekly readings. Students will respond to a thread on Blackboard and engage in a discussion of that thread with at least two other students (rubric on Blackboard).

B. Methods Project. This can be done individually or in pairs. Students can select at least one partner and the two people will select a beginning reading method from the historical group and do an in-depth investigation of what it was, the years of popularity, claims, documentation, etc. The student(s) will submit a written paper on the method and do a presentation to the class on the method.

C. Demonstration of Fernald Method. Each student will find an individual and do a stage I of the Fernald Method. They will share what they did with the class via discussion and via Blackboard.

D. Student choice of Major Figure. Each student will select a major historical figure from the list supplied and select one of them, study that person’s work and write a two-page summary which will be shared with the class via a presentation.

E. TALE conference. Students can attend the TALE conference in Corpus Christi February 10 & 11. And respond via Blackboard what they learned from the conference. Those that do not attend will write a term paper on the National Reading Panel, describing what it was, how it worked, and what its findings were.

F. Overview of Reading problems. The last night we will have a Grand Discussion, students will discuss what they learned and how it relates to today’s reading instruction.

G. Doctoral Students will include a discussion of what they see the main issues in the future being.

X. **Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Jan 18     | 1) Introduction  
2) Course Requirements  
3) Smith: Prologue, Preface, Ch. 1-3  
Pearce, Valadez article  
H. Alan Robinson chapter  
I. 1924 NSSE  
Discussion Thread: What if anything surprised you in the materials you read. |
Jan 25
1) Discuss, *American Reading Instruction* (Smith)
2) Demonstration of Initial Reading Methods
3) Selection of Reading Methods approaches
READ: Smith: Chapters 4
Stephanie Grote Garcia on What’s Hot

Feb 1
On line Leveled readers
Students respond to Discussion thread. Respond to assignment on McGuffey Readers
Work on Initial Teaching Method
Assignment 1. A two to three page paper discussing what the McGuffey Readers were and why they were regarded as being significant in the development of reading/literacy in this country
Read Smith Chapter 5
Read vocabulary section

Feb. 8
On line
February 10-11 TALE Conference
Discussion thread: What did you learn at the TALE conference?

Feb. 15
Discuss: Smith Chapter 5
Discuss: TALE Conference
Present Huey
Vocabulary: Dr. Salinas
Discussion Thread: Why do you think during this time period (chapter 5 Smith) attention was started on both disability and reading research?.
Read: Smith Chapter 6,
H Alan Robinson, Reading Instruction

Feb. 22
Discuss Smith
Listening: Dr. Verlaan
Discussion thread: After reading the chapter, write, what major changes happened during this time period in how reading was viewed and how instruction changed, Read and respond to at least one other student
Present First Grade Studies
READ Smith Chapter 7: Listening articles
Present Fernald

Students Choose Historical Figures
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 28</td>
<td>On line Assignment 1 Read First Grade studies</td>
</tr>
<tr>
<td></td>
<td>Assignment conduct Fernald method</td>
</tr>
<tr>
<td></td>
<td>Discussion thread: What were the findings of the First Grade study?</td>
</tr>
<tr>
<td></td>
<td>Why do you think this study was important?</td>
</tr>
<tr>
<td></td>
<td>Discuss Smith</td>
</tr>
<tr>
<td></td>
<td>Read Smith Chapter 8</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Discuss Historical Figures</td>
</tr>
<tr>
<td></td>
<td>Discuss Smith Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Presentation on Fluency: Dr. Chase Young</td>
</tr>
<tr>
<td></td>
<td>Students share Fernald</td>
</tr>
<tr>
<td></td>
<td>Discussion Thread: Why do you think the Fernald Method has not been widely</td>
</tr>
<tr>
<td></td>
<td>known or used? : Handout on Remedial Reading; handouts on clinic</td>
</tr>
<tr>
<td>March 15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Read Smith Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Student presentation on Beginning Reading Method</td>
</tr>
<tr>
<td></td>
<td>Presentation on Reading Disability: its history</td>
</tr>
<tr>
<td></td>
<td>Discuss clinics</td>
</tr>
<tr>
<td></td>
<td>Presentation: Dr. Sherrye Garrett (reading clinics)</td>
</tr>
<tr>
<td></td>
<td>Read: Handout on Remedial Reading</td>
</tr>
<tr>
<td></td>
<td>Discussion Thread: if you wrote an additional chapter in Smith’s book,</td>
</tr>
<tr>
<td></td>
<td>covering reading instruction today what would you emphasize?</td>
</tr>
<tr>
<td>March 29</td>
<td>Student Presentation on Beginning Reading Method</td>
</tr>
<tr>
<td></td>
<td>DISCUSS: Smith</td>
</tr>
<tr>
<td></td>
<td>Discussion Thread: Looking at the evolution of Reading Disability,</td>
</tr>
<tr>
<td></td>
<td>what it is and how to treat it, What do you think are the pros and cons of</td>
</tr>
<tr>
<td></td>
<td>using the Medical Model</td>
</tr>
</tbody>
</table>
April 5  Presentation on Beginning Reading Method  
Evolution of Secondary/Content Reading  
Discussion Thread: Out of all of the beginning methods covered which do you feel deserves a chance in today’s schools?

April 12  On line Secondary Reading articles  
Discussion thread: Looking at Secondary/Content/ and Discipline Based Reading, what do you feel changes have evolved in our understanding?

April 19  Presentation/Discussion of Historical Figure  
April 26  Presentation/Discussion of Historical Figures  

May 3  Grand Conversation

XI.  **Texts**  

XII.  **Bibliography**


Literacy Leaders Presentation

**General Description**  Students will present a forty five minute or more presentation to the class on one of the literacy leaders listed below.

- Accompanying the presentation will be a handout for all the members of the class. The handout will be divided into the following areas:
  1. Background of the Literacy Leader
  2. Summary of Major Contributions to diagnosis/remediation
  3. Annotated List of Major Publications. (in APA format).

- One week before the presentation each person/pair will distribute an article/book chapter representative of that literacy leader's work. Accompanying the article will be a study guide that will help class members read and understand the presentation.

Students in the class will assemble a notebook with a table of contents and the distributed article of the literacy leader.

Guy Bond  
Emmett Betts  
Donald Durrell  
Grace Fernald  
William S. Gray  
Helen Robinson  
Ruth Strang  
Miles Tinker  
Arthur Gates  
Jeanne Chall  
David Russell  

Other names will be considered but must be approved. Students in the class will assemble a notebook with a table of contents and the distributed article of the literacy leader.

Reading Methods Presentation

**General Description**  Students will present a 30 minute or more presentation to the class on one of the Reading Methods listed below.

- Accompanying the presentation will be a handout for all the members of the class. The handout will be divided into the following areas:
a. Overview of the Reading Method, including assumptions, time period, and major figures associate with it, and reasons for demise.
b. Presentation of example of instructional materials
c. Annotated List of Major Publications. (in APA format).

- Methods
  - Linguistic Readers
  - Whole word/basal reader
  - Initial Teaching Alphabet
  - Language Experience
  - Individualized reading (literature based)
  - Phonics/auditory awareness