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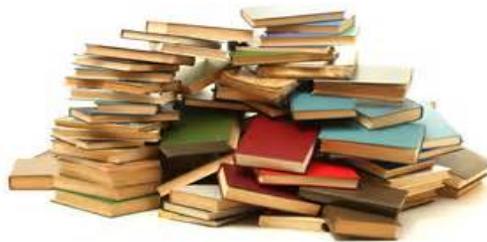
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**English 701:
Theoretical Backgrounds for College Reading Instruction
Spring 2017
Wednesdays 4-6:55pm in HUM 111**



“Theoretical Backgrounds for College Reading Instruction” examines empirical and theoretical issues related to how adult readers process and understand text. The course also addresses how reading research and theory inform postsecondary classroom practice and curriculum development. ENG 701 is a required course for the Certificate in Teaching Postsecondary Reading.

Course Goals and Objectives

Eng 701 offers students the opportunity to:

- acquire familiarity with theories of how developing and mature readers understand text;
- understand how various text, reader, and context factors affect reading comprehension;
- understand the relationships between reading and writing;
- critically review various theoretical and empirical studies in order to become more informed on a chosen topic and to be able to relate that information in clearly written prose;
- experience the relationship between theory and classroom practice.

Required Texts

Intertexts: Reading Pedagogy in College Writing Classrooms. Edited by Marguerite Helmers. Mahwah, New Jersey: LEA, 2003.

In addition to these texts, I have placed a number of articles that are required reading in an iLearn folder titled “Additional Class Readings.”

Course Requirements and Grading

Your final grade in ENG 701 will be determined according to the following course requirements:

Active Participation	10%
Reflective Blog Postings (#1 – #3)	20%
Literacy Activity Presentation	15%
Topic Exploration Blog Postings (#4 and #5)	20%
Peer Draft and Revised Draft (of Blog #6)	10%
<u>Extended Topic Analysis and Synthesis (Blog #6)</u>	<u>25%</u>
Total	100%

Active Participation (10%). The approach we will use in this class is highly self-reflective and student-centered. Much of the success of this class is thus in your hands. You will be expected to participate actively in class discussions and in small-group conversations about the readings for the week, and to respond in meaningful ways to the work of your peers. You will also be invited to participate in an investigation of a topic of your choosing. This investigation, and the work you do responding to the work of others, will enable you to share your inquiries, findings, and insights with your peers. Your participation will be assessed holistically through a combination of the quantity and depth of your online postings and the amount and depth of your contributions to whole class and small group discussions.

Reflective Blog Postings #1—#3 (20%). These first three blogs ask you to write reflective responses to what we've been reading and discussing in class (click the appropriate "Homework Assignment" on iLearn and/or refer to the Weekly Schedule at the end of this syllabus for more detailed instructions for each blog assignment). Blog #1 is due by 7pm Monday Feb. 6th and should be at least 500 words in length. By the time we meet in class on Wednesday, Feb. 8th, you should have also responded to at least one of your classmates' postings. Blog #2 is due by 7pm on Monday Feb. 13th and should be at least 750 words in length. By the time our class meets again on Wednesday Feb. 15th, please also respond to a blog posting of at least one of your classmates. Blog #3 is due on Wednesday Mar. 1st and should be at least 750 words in length. These first three blogs will also be used to guide both whole class and small group discussion of the readings. I will assign each blog a grade of A, B or C depending on evidence that you interacted meaningfully with the readings and with your classmates ("meaningfully" defined as whether you responded to at least one of your classmates' first two blogs and by the depth with which you considered and reflected on the readings, the questions that we have posed in class, and your own experiences as a reader). Your cumulative 20% grade for Blogs 1-3 will be determined by the average of each of the three grades.

Literacy Activity Presentation (15%). You will each be assigned to a group and each group will be responsible for developing a literacy activity using a particular theoretical perspective. The class session on Mar 15th will be solely devoted to group work on these activities and for planning the presentations. The presentations will take place in class on

March 29th (the Wednesday after we return from Spring break). Each member of the group will be expected to participate in both the design and presentation of the literacy activity. The presentations will be assessed by how well the activity utilizes the theoretical perspective and for its potential to engage first-year students in the act of critical reading. (Note: if you are not present in class on the day of the presentations, you will not receive credit for this assignment even if you participated in designing the activity! You are expected to participate in the presentation and to be a thoughtful audience to the other groups' activities.)

Topic Exploration Blog Posting #4 and #5 (20%). In Blog #4 (due Mar. 22nd) you will choose a topic related to teaching college reading for further reflection and understanding. In Blog 4 (at least 500 words in length), please state what your topic is, why it's important to you and to the college reading profession. You will also include links to citations of readings you have chosen to explore on your topic (3-5 readings total). I will assess posting #4 using the rubric contained in the article "A Rubric for Evaluating Student Blogs," mainly paying attention to your in-depth engagement with your chosen topic. You can find this rubric on our Course Blog, under "Interesting Links."

In Blog 5 (due April 5th) please pick an article or document you've read (web-based or print) that is related to your topic and write a critical review of that article. I would expect this blog to be no fewer than 750 words. Be sure to begin your blog by giving the citation of the article in APA format. I will assess blog #5 using the following criteria:

- a) Is your purpose clear? Do you tell your reader that in this blog you intend to review a scholarly article and do you provide the reason why you selected this particular article to review?
- b) Do you cover the following points?
 - State the overall purpose of the article as it relates to your chosen topic.
 - What new ideas or information does the article communicate?
 - Why was it important to publish these ideas?
 - If the article is based on research, do you critically reflect on the methodology used? What methods did the authors use to reach conclusions?
 - If this is an experiment or survey, how were the data collected and analyzed? Who were the subjects?
 - What were the basic results or findings from the research?
 - If this is an opinion paper, where did the author find his or her opinions?
- c) Do you give your impressions of the usefulness of the article and are you sure to give reasons for your opinions?
 - Were the findings important to you as a reader?
 - Were the conclusions valid?
 - Do you agree with the conclusions?
- d) Do you conclude your review by summing up for the reader how this article contributes to or advances your thinking about your chosen topic?

Using the combined criteria stated above, I will assign a single letter grade (A,B or C) to Blog 4 and Blog 5.

Extended Topic Analysis and Synthesis, Peer Draft and Revised Draft (10%). Prior to submitting your final Blog #6, you will submit two drafts, one for peer review and one revised draft for feedback from me. The "Peer Review Draft" is due to your peers sometime

in the week before class on Apr 19th (each peer response group will decide on the date by which they will exchange drafts with their partners). By class time on April 19th, you will have responded to your peers' drafts. The "Revised Draft" is due as an email attachment to me on Wednesday, April 26. For this final blog posting (and therefore for your initial drafts), you are to select a minimum of three and a maximum of five articles/links related to a topic you've chosen in the broad area of reading theory and practice that you find most compelling/puzzling/interesting. Your goal in this final blog is to articulate a deeper understanding or relationship to the content in the articles/links/comments/previous posts and to post a blog with potential audience response in mind. Your grade for this 15% portion of the class will be based on the thoroughness of the draft you submit to your peers, to the thoughtfulness and care with which you respond to your peers, and the degree to which you take peer feedback into account as you revise for the draft you submit to me by email on April 26th.

Extended Topic Analysis and Synthesis Final Blog #6 (25%). After receiving and taking into consideration the feedback from your peers and me (with subsequent revisions), you will post your final blog #6 (due Wednesday May 10th). Blog length: ~1000 words. Please note: If you do not submit a "Revised Draft" to me by the April 26th due date, you will not be permitted to post Blog #6 (and thereby stand a good chance of not passing ENG 701). If you encounter any difficulties drafting your final blog, *please* be sure to speak with me in advance of the April 26th deadline.

I will assess your final blog using the following criteria:

- 1) Your clarity of purpose. What specific "issue" or problem are you addressing in your blog and what is the significance of this topic for you: is it a question you'd like answered, a controversy you'd like to explore in order to see where you stand, and so forth.
- 2) Your use of source material. Do you do more than merely summarize the content you've read? Do you use the source material to think through and arrive at a perspective of your own? In other words, are you simply reporting the ideas of others or are you assessing and evaluating these ideas for your own purpose?
- 3) The significance of your inquiry. Is your purpose achieved, and if so, is that clear to your audience? Given where you began your inquiry, have you made it clear to a reader where your inquiry has taken you? Did any of your questions get answered and/or did you arrive at any new, perhaps "better" questions? Did you arrive at any new insights or changes of heart or mind? Having conducted your inquiry, where does that leave you and/or our field?
- 4) The clarity of your writing. Is your blog well organized? Have you sufficiently developed your ideas? Have you considered your audience in terms of voice and register? Is your writing carefully proofread and relatively free of errors?

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC)] is available to facilitate the reasonable accommodations process. The DPRC is located in the Student

Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu). (<http://www.sfsu.edu/~dprc>)

Students Disclosure of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
Counseling and Psychological Services Center - (415) 338-2208;
<http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

Weekly Schedule for Spring 2017
English 701: Theoretical Backgrounds for College Reading Instruction
Wednesdays 4:10-6:55 in HUM 111



Week 1, Wednesday January 25th
Course Introduction

Homework Assignment (Due by 7pm Monday Jan. 30)

Please follow the link “701 Introductions” on the class blog and post a few sentences in which you introduce yourself and respond briefly as best you can to the question, “What does it *mean* to teach reading in college (e.g., what do I *do* Monday morning?)” (**NOTE: Please write your response to this question BEFORE you do any of the assigned readings**). Before class on Monday Feb. 1, please read through your classmates’ posts.

Homework Readings (for Class Discussion on Wednesday Feb. 1):

1. “A Historical Perspective on Reading Research and Practice” (**NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.**)
2. “Preface” (ix-xv) and Chapter 1, “Introduction: Representing Reading” (3-26) in *Intertexts: Reading Pedagogy in College Writing Classrooms*
3. “What is College English? Stories about Reading: Appearance, Disappearance, Morphing and Revival” by Mariolina Salvatori and Patricia Donahue (**NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.**)

Week 2, Wednesday February 1st
Discussion Topic: Historical Contexts of Reading Theory, Research and Practice

1. Community Building
2. Expert Groups on Readings

Homework Assignment (Due no later than 7pm on Monday Feb. 6)

Blog Posting #1, “On the Importance of Reading.” For this assignment, please post your first blog entry. In your entry, pose a question in response to the homework readings we’ll discuss in class on Wednesday Feb. 8 (Freire, Gioia, Gee). Your question should reflect a genuine puzzlement, one that you think will spark classroom discussion. Blog #1 should be at least 500 words in length. Please also read through your classmates’ posts and respond to at least one. Please post your blog no later than 7pm on Monday Feb. 6, and read/respond to at least one of your classmates by the time we meet as a class on Feb. 8.

Homework Readings (for class discussion on Wednesday Feb. 8)

1. "The Importance of the Act of Reading" by Paulo Freire **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "On the Importance of Reading" by Dana Gioia **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "What is Literacy?" by James Gee **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 3, Wednesday Feb. 8th

Discussion Topic: What is Reading?

Due Blog #1 and response to classmate

1. Discussion of Blog 1 Questions and in-depth look at Freire, Gee and Gioia

Homework Assignment #1 (for group presentations on Wednesday Feb 15)

Between classes on Feb 8 and Feb 15, please spend some time online with your group to discuss and plan your assigned article presentation (see iLearn for Group Assignments)

Homework Assignment #2 (posted no later than 7pm on Mon Feb 13)

Blog Posting #2, "A Reading Memory." Please write and post a blog in which you describe one of your first (or one of your most influential) reading memories. Blog #2 should be at least 750 words in length. Please also read through your classmates' posts and to respond to at least one. Please post your blog no later than 7pm on Monday Sept. 13, and read/respond to at least one of your classmates by the time we meet as a class on Wed Feb 15.

Homework Readings (for in-class presentations and discussion on Wednesday Feb 15):

1. "Reading as Situated Language: A Sociocognitive Perspective" by James Gee. **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "If Meaning is Constructed, What is it Made From? Toward a Cultural Theory of Reading" by Peter Smagorinsky **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "Schema Theory Revisited" by Mary B. McVee, Kailonnie Dunsmore and James R. Gavelek **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.):**
4. "Writing and Reading: The Transactional Theory" by Louise Rosenblatt **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 4, Wednesday Feb. 15th

Discussion Topic: Theoretical Bases of College Reading Instruction

Due Blog #2 and response to classmate

1. In-Class Article Presentations
2. Reading Activity: Semantic Mapping

Homework Readings (For class discussion on Wednesday Feb 22nd):

1. "Reading Value: Student Choice in Reading Strategies" by Karen Manarin **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "The Critical Place of Reading in Writing Transfer (and Beyond)" by Tara Lockhart and Mary Soliday **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "Integrating Metacognition into A Developmental Reading and Writing Course to Promote Skill Transfer: An Examination of Student Perceptions and Experiences" by James Pacello **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
4. "Books Like Clothes: Engaging Young Black Men with Reading" by David E. Kirkland **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 5, Wednesday Feb. 22nd

Discussion Topic: Student Perspectives on Reading

Homework Assignment (due Wednesday Mar 1st)

Blog Posting #3, "Reading Reflection." For this blog posting, please post a reflection on your own learning up to this point in the course. This blog is an opportunity for you to catch your breath, to synthesize, to make connections. If it helps, look back at the question you posted in Blog 1 and attempt to respond to that question from the vantage point of the reading you've done so far. Alternatively, if it helps, pick one reading that's been particularly generative to you thus far, and post a blog in which you respond/reflect on that reading. What stands out for you as particularly salient, provocative, or worth knowing in this reading? Blog 3 should be at least 750 words in length.

Homework Readings (For class discussion on Wednesday Mar 1):

1. "Reading Matters for Writing" (195-217) in *Intertexts: Reading Pedagogy in College Writing Classrooms*
2. "Writing One's Way into Reading" by Vivian Zamel **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "Reimagining Workshop: Recognizing and Expanding the Role of Reading" by Michael Bunn **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
4. "Reading Practices in the Writing Classroom" by Linda Adler-Kassner and Heidi Estrem **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 6, Wednesday Mar 1st

Discussion Topic: Reading/Writing Connections

Due Blog #3

1. Cheryl Glenn Activity on R/W Readings

Homework Assignment (for Wednesday Mar 8th):

Once you have finished the homework readings for class discussion on Mar 8th (Chapters 2 and 6 in *Intertexts*), please look at your group assignment on iLearn (listed under Week 6).

Come to class on the night of the 8th ready to begin planning a literacy activity based on your group assignment.

Homework Readings (For class discussion on Wednesday Mar 8th)

1. Chapter 2, "Closer than Close Reading: Historical Analysis, Cultural Analysis, and Symptomatic Reading in the Undergraduate Classroom" (27-49) by Kathleen McCormick in *Intertexts: Reading Pedagogy in College Writing Classrooms*
2. Chapter 6, "Reading the Visual in College Writing Classrooms" (123-151) by Charles A. Hill in *Intertexts: Reading Pedagogy in College Writing Classrooms*

Week 7, Wednesday Mar 8th

Discussion Topic: Key Ideas in Reading Theory Planning Literacy Activities

1. Reading Activity: Jigsaw
2. In-Class Activity: Working in groups organized on iLearn, we will spend the last part of class tonight to start planning. You'll also have class time on Wednesday Mar. 15th to continue working on your plans. Be prepared to present your activity to the whole class on Wednesday Mar 29th.

Homework Assignment (for Wed March 15th):

Working in groups organized on iLearn, work collaboratively to design a literacy activity grounded in your group's particular perspective and for use in a postsecondary reading class. You will meet with your group in class on Wednesday March 15th to finish planning the activity. Be prepared to present your activity to the whole class on Wednesday March 29th.

Week 8, Wednesday Mar 15th

Topic: In-Class Preparation for Literacy Activity Presentations

Homework Assignment #1 (Due Wednesday Mar 22nd):

Please Post Blog #4, in which you propose a topic for your Final Blog #6; please include a preliminary reading list. Blog Length: at least 500 words.

Homework Assignment #2 (for Wednesday Mar 29th):

Continue working on literacy activity presentations for our next class session, Wednesday Mar 29.

Week 9, Wednesday March 22nd

Spring Recess Due Blog #4

Homework Assignment (for Wednesday Mar 29th):

Continue working on literacy activity presentations for our next class session, Wednesday Mar 29.

Week 10, Wednesday March 29

Literacy Activity Presentations

Homework Assignment (Due Wednesday Apr 5):

Please Post Blog #5, "Article Review." For this blog, please pick an article or document you've read (web-based or print) that is related to your topic and write a critical review of that article. This blog should be no fewer than 750 words. Be sure to begin your blog by giving the citation of the article in APA format.

Homework Readings (for class discussion on Wednesday Apr 5th):

1. "Engagement and Motivation in Reading" by John T. Guthrie and Allan Wigfield from *Handbook of Reading Research Volume III*, edited by Michael Kamil, Peter B. Mosenthal, P. David Pearson and Rebecca Barr. Mahwah, New Jersey: LEA, 2000. **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "Literacy and Extrinsic Motivation" by Mihaly Csikszentmihalyi **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "Patterns of Self-Efficacy Among College Students in Developmental Reading" by Susan Chambers Cantrell, Jane Clouse, Kimberly Creech, Sharon Bridges, Danielle Owens **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 11, Wednesday April 5

Discussion Topic: Engagement and Motivation

Due: Blog #5

Homework Readings (for class discussion on Wednesday Apr 12th):

1. "The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide" by Geoffrey L. Cohen, Claude M. Steele and Lee D. Ross **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "Hip-Hop and a Hybrid Text in Postsecondary English Class" by Deborah M. Sánchez **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "Does Feeling Come First? How Poetry Can Help Readers Broaden Their Understanding of Metacognition" by Amy L. Eva-Wood **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
4. "Theorizing Failure in US Writing Assessments" by Asao Inoue **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 12, Wednesday April 12

Discussion Topic: Engagement, Diversity and Narrowing Educational Achievement Gap

1. Arrange for Blog Partners
2. Discussion of Blog 6 Assignment

Homework Assignment (due Wed Apr 19th)

Work on Blog #6. Part 1: Send a "Peer Review draft" of your blog #6 to your partners by your agreed upon due date (see your assigned iLearn forum). Part 2: read and respond to your partner's drafts no later than class time on Wed Apr. 19th.

Homework Readings (for class discussion on Wednesday Apr 19th and 26th):

1. "The Impact of Using Blogs on College Students' Reading Comprehension and Learning Motivation" by Hui-Yin Shu and Shiangkwei Wang **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "Timely, Impure Reading: After a Decade of Books on How to Read" by Stephen Sutherland **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "On Digital Reading" by Richard E. Miller **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
4. "Rhetorically Analyzing Online Composition Spaces," by Laura A. Ewing **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 13, Wednesday April 19

Discussion Topic: Digital and Multimodal Reading

In Class Activity: Online Annotation

Due: "Peer Review Draft" and response to your partners' drafts, posted in the iLearn Forum

Homework Assignment (Due Apr 26)

Continue working on Blog #6. By today (Wednesday Apr 19) you should have posted a "Peer Review Draft" of your blog #6 and received written feedback from your partners (posted to your assigned forum on iLearn). Please come to class Wednesday April 26 with a "Revised Draft" sent to me as an email attachment. This draft will have taken into careful consideration the response you received from your blog partners.

Week 14, Wednesday April 26

Discussion Topic: Digital and Multimodal Reading

Due: "Revised Draft" sent to me as an email attachment

Homework Readings (for class discussion on Wednesday May 3rd):

1. "Discourses of Disability and Basic Writing" by Amy Vidali **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
2. "Learning Disability and Response-Ability: Reciprocal Caring in Developmental Peer Response Groups and Beyond," by Steven J. Corbett **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**
3. "Literacy Education and Disability Studies: Reenvisioning Struggling Students" by Kathleen Collins and Beth Ferri **(NOTE: This article can be accessed on our iLearn site. To find, go to Course Materials: Additional Class readings.)**

Week 15, Wednesday May 3

**Discussion/Questions Related to Final Blog #6
Intro to Disability Studies in Education**

Homework Assignment (Due Wednesday May 10):

Make any additional revisions to Blog #6 that you see fit based on my response. Post Final Blog #6 by Wednesday May 10.

Week 16, Wednesday May 10

**Last Day of Class - Wrap-up
Final Blog #6 Due**