The William Paterson University of New Jersey
School of Education
Department of Curriculum and Instruction
Preparing Inquiring Educators: Knowledge, Understanding, Application

Course Outline

1. COURSE TITLE and Number of Credits: ELRL 633, Socio-Psycholinguistics and Reading
   3 graduate credits

2. COURSE DESCRIPTION
   This course examines the socio-psycholinguistic theories involved in the development of reading and writing. Particular emphasis will be given to learners from diverse cultural and linguistic backgrounds. Teaching and learning processes that foster respect for all learners and promote their success will be explored.

3. COURSE PRE-REQUISITES None

4. COURSE OBJECTIVES
   The candidate will know and understand:
   A. Major theories of language development and how they can be used to implement a well-planned and comprehensive reading program. (IRA Standards 1.1, 1.3; NJPTS 1, 2; WPUNJ B1, B2, D3, D4).
   B. Current and historical perspectives about the nature and purposes of reading and writing, approaches to reading instruction, and thinking/language/learning processes. (IRA Standards 1.2; NJPTS 1, 4; WPUNJ B1, B2, B3, B4).
   C. Language development and reading/writing acquisition and the variations related to cultural and linguistic diversity. (IRA Standards 1.3; NJPTS 1, 2, 3; WPUNJ B1, B2, B3).
   D. The linguistic, sociological, and psychological bases of the reading process. (IRA Standards 1.1, 1.3, 1.4; NJPTS 1, 2, 3, 7; WPUNJ B1, B2, B3, B4).
   E. The influence of physical, emotional, social, cultural, environmental and intellectual factors on literacy learning in a first and second language. (IRA Standards 1.1, 1.3; NJPTS 2, 3, 7; WPUNJ B3, C3, D2, D3).
   F. The relationship of phonemic, morphemic, semantic and syntactic systems of language to the reading process and the principles of new language acquisition (ESL). (IRA Standards 1.1, 1.3, 1.4; NJPTS 1, 2, 3; WPUNJ B1, B2).
   G. How analyzing readers’ miscues and interpreting other types of assessments (The Learning Record) inform instruction. (IRA Standards 1.3, 1.4, 2.3, 3.1, 3.2, 3.3, 3.4; NJPTS 5; WPUNJ D2, D3).
   H. That literacy can be a means for transmitting moral and cultural values. (IRA Standards 5.1; NJPTS 6; WPUNJ D2, D3).

5. STUDENT LEARNING OUTCOMES
   Candidates will be able to:
   A. Apply knowledge of the socio-psycholinguistic processes in literacy development by preparing a theoretical research paper that demonstrates understanding of the connections between theory, teaching and learning. (IRA Standards 1.2, 1.3, 1.4, 2.3, 3.1, 3.3, 3.4; NJPTS 1, 2, 8; WPUNJ C1, C2, D1, D5).
   B. Demonstrate knowledge of current and historical issues, theory and research regarding the socio-psycholinguistic processes in literacy development by preparing a group discussion/literature review and leading class discussions. (IRA Standard 1.2; NJPTS 1, 2, 8; WPUNJ C1, C2, D1, D5).
   C. Prepare a literacy case study that reflects knowledge and understanding of the cognitive, linguistic and social aspects of literacy processes reflecting on theoretical findings and then communicating the results to all stakeholders. (IRA Standard 3.1, 3.2, 3.3, 3.4; NJPTS 9; WPUNJ A1, B1, B2, B3, C1, D1, D5).
   D. Display positive dispositions related to reading and the teaching of reading by preparing a case study in an ethical and caring manner with respect for diversity of language and culture and the confidentiality of students and families. (IRA Standards 5.1, NJPTS 9, WPUNJ B3, C2, C3, D1, D5)

6. TOPICAL OUTLINE OF COURSE CONTENT
   A. A definition of language that includes a recognition that it is systematic, arbitrary,
symbolic, human, communicative, and ever-changing

B. The development of language and thought
1. Piaget’s developmental stages of thinking
2. Vygotsky’s zone of proximal development
3. Language acquisition stages
4. Comparison and contrast of learning to read, talk, and write

C. The new grammars and their impact on literacy
1. Structuralists: Fries, Bloomfield, Lefevre
2. Transformational-Generative: Noam Chomsky and the “deep structure” theory

D. Schema Theory
1. Knowing: Perceiving, ideating, categorizing
2. “Making sense” of the world through predicting from cognition
3. Comprehension and learning
4. Implications for literacy instruction: The reader-writer relationship; the reader and the text

E. Sociolinguistics and reading
1. Dialects and second languages including bilingualism and LEP
2. Providing for language differences in the reading program

F. Reading: A Socio-psycholinguistic view
1. Cues in the graphic, syntactic, semantic, and pragmatic systems
2. Cues within the reader
3. Top-down, Bottom-up, and Interactive Theories
4. The Learning Record

G. The Writing System and How Readers perceive it
1. Differences between oral and written communication
2. Print conventions and reading
3. Characteristics of the English Spelling system
4. Processing visually-coded symbolic information
5. Perceptual development and reading

H. Applications to literacy instruction
1. Reading lessons--using context, sampling, predicting, confirming and correcting
2. Integrating the cueing systems
3. Writing in the reading program--introduction to the writing-as-process research and its implications for the teaching of reading
4. The changing role of the teacher: coach and facilitator

I. A socio-psycholinguistically oriented literacy program
1. Pre-reading and activities to encourage reading
2. Beginning reading and activities to promote reading
3. Middle and upper grades and activities to promote aesthetic and efferent reading
4. Using literature
5. Writing process
6. Silent sustained reading; Drop everything and read
7. Skills to be taught in full context

7. TEACHING/LEARNING METHODS:
A. Lecture, readings and discussions--pair, small and whole group work.
B. Demonstrations and presentations
C. Audio and Videotapes
D. Hands-on experiences

8. METHODS OF STUDENT ASSESSMENT:
A. Attendance, knowledge of required readings, and participation in cooperative groups. Candidates are required to complete readings and participate in weekly discussion groups.

B. Assignments:

# 1: Research Paper -Theorists
Write a theoretical paper that demonstrates your understanding of the connection between theories, teaching, and learning. Include in your paper examples from class discussions and activities, as well as information acquired from readings. In your paper, summarize the theories of Albert Bandura, Jerome Bruner, Jean Piaget, Carl Rogers, B. F. Skinner, and Lev
Vygotsky. What does each theorist say is the best way for learning to occur? Provide examples of how each theory transfers into practice by discussing the teachers’ and student’s role in learning, that would be supported by each theory. Describe one aspect of literacy instruction that can be supported by one of these theories. Provide specific examples of how the theory can be used to support literacy instruction.

# 2: Group Fishbowl Discussion/Literature Review
Select a research study on any aspect of sociolinguistics, language acquisition, oral language development, gender differences in conversation, African-American Vernacular English (AAVE), classrooms talk, or psycholinguistics. Please seek approval from the instructor as to whether the text you have selected is an appropriate study to fulfill this assignment. **Provide a one-page handout to help members of the audience follow along with your discussion.**

Grading for this assignment will be the average of the evaluation from the instructor and peer feedback using the group evaluation rubric (rubric attached).

Summary of the article should include:
- synthesize the main points that were presented in the article?
- what were the most critical insights you found in the article?
- what are the implications of the article to teaching and learning?
- what were the research questions?
- present a brief overview of research methods
- describe the participants
- provide a summary of conclusions/major findings/implications
- were there any problems you found with the research design or assumptions the researchers made?
- does the article support or refute other readings you have done on the topic?
- react to the research (ex: does it support your ideas/beliefs about language development?, do you agree or disagree with the authors? Why? )

# 3: Use a Learning Record to Prepare a Case Study of a Struggling Reader

The purpose of the case study is to:
- chronicle literacy development of a struggling reader
- expand your knowledge of literacy development and its connection to instructional strategies
- present relevant events, activities, and issues surrounding a child’s literacy development
- make relevant connections between a child’s literacy development and research in this area
- collect data as a period of time (approx. 6 weeks)
- conduct a qualitative study that provides a descriptive ‘contextual picture’ of teaching and learning
- explore a range of methodologies and measurement techniques

1. **Introduction** - Description of the participant- Use the Learning Record to provide background information about the participant. Why this student was selected for the case study, etc.

2. **Data Sources** - Use resources indicated in the Learning Record to collect data on the oral, reading, and writing abilities of one student, previous assessment results, previous teacher observation, and parent observation (which can be accessed via a survey to the parent, or from the student’s IEP is applicable). Include any observational data you have collected on literacy behaviors displayed by the student (ex: during independent work time, during teacher/student conferences, or group work/conferences). You will need to record observations throughout the process. If you keep a journal, you will need to transfer the information into the format provided in the Learning Record. These forms should be included in an appendix.

   a. **Oral Language Analysis - Transcript**
      1. Examine the language use or oral literacy skills of your participant in a conversation. Tape the student engaged in conversation. Transcribe the conversation. Analyze the conversation to determine the student’s language use, oral literacy skills, dialect, etc.
      2. Create a transcript for at least five minutes. Choose a 2-3 minute segment of the tape to transcribe. You need to create a complete transcript, which shows overlap, interruptions, pauses (with approximate length if they seem long), false starts, etc.
3. Analyze the transcript according to the areas discussed in class: dialect, language use, grammatical features, sentence structures, comprehension, expression, etc. Some guiding questions: What patterns do you notice? What social group(s)/membership(s) are represented by the participant? How is language being used by the participant? Do you notice any language features that would be related to dialect or register? After analyzing the data you collect from the transcript (based on 2-3 minutes of talk) discuss your observations as they relate to theories of language acquisition and development – make connections to at least 3 theorists who might offer an explanation for what you observed in the transcript.

4. Present your results in charts, and explain your conclusions/interpretation of the transcript. The transcript must be attached as an appendix.

b. Reading Analysis
   1. Running record and miscue analysis - Conduct at least 2 running records and miscue analysis (initial and culminating)

c. Writing Analysis
   1. Looking at student work protocol – A protocol was used to evaluate the strengths and needs of student’s writing sample.

d. Formal Assessment– Include samples of standardized or teacher created tests for the student. These assessments can be used as pre-tests and post-tests, which can provide a measure for student growth.

3. Instructional Plan/ Intervention - Use the data you have collected on this student to create an instructional plan for this student to address one of the literacy needs of this student. The remediation plan should focus on reading. Your intervention plan should cover a minimum of 5 sessions. The lengths of each session can range from a min of 20 minutes to 1 hour. Sessions should be held only once per week.
   i. Session Outline - For each session identify a focus (purpose/goal for the session), reading strategies to be taught and approach you will use, identify and describe resources and materials/resources you will use, and identify and describe activities planned for the session.
   ii. Include a minimum of 6 session outlines (one for each meeting with the student) in an appendix.

4. Conclusions/ Implications/ Recommendations – Discuss your findings: identify the outcome(s)/result(s) of the study. In other words, what happened and what does it mean for teaching and learning processes? Discuss if the student’s needs were addressed and how you know if he/she “got it.” Did the instructional strategies/approaches used address the student’s needs? What causal relationships/patterns did you notice? Identify specific evidence/examples to illustrate success.

5. Reflection/Communication
   i. Write a 1 page reflection after each session with the student about the instructional choices you made (what worked and what didn’t, the modifications/adjustments you will make for the next session, etc.), provide insights about what your observations during the sessions. Attach a minimum of 6 reflections (one for each meeting with the student) in an appendix.
   ii. Upon completion of the case study write a final reflection on the process and the outcome (student’s performance).
   iii. Communicate results of the study to parents and teachers

6. References – Include a list of references/resources used. The “Reference List” should be the last page and must follow APA guidelines.

9. SUGGESTED TEXTBOOKS:
   OR
   AND


BIBLIOGRAPHY


**Critical Assessment**

**The Learning Record**

**Directions:**

1. Identify a child in your classroom who would be interesting for you to study.
2. Use the appropriate Barr book, *Assessing Literacy with the Learning Record, Grades K-6 OR Grades 6-12*.
3. Work systematically through the record, completing each section with as much detail as possible.  Note: Be sure to interview parents and/or guardians and other family members as well as school faculty who may have taught the child in a previous year.
4. Work to find out as much as possible regarding the child’s background as well as current learning levels in reading and writing.
5. Be sure to develop a detailed plan of study that is designed to meet this child’s individual needs.
6. Consider the state and national standards in the plan of study and include those where appropriate.
7. Once the record is complete, prepare a 15 minute presentation of the record for the class. Be sure to include as much detailed, specific information as possible. The presentation should include the plan of study and allow time for questions and comments from the audience.
8. At the completion of the report, write a reflective essay and outline what you learned during this experience, how the course informed your preparation of the record and how you might be able to include part or all of the record in your current professional work.
### CIRL 633 Socio-psycholinguistics & Reading Assessment Rubric for The Learning Record

<table>
<thead>
<tr>
<th>4 Exemplary (Above Standard)</th>
<th>3 Effective (At Standard)</th>
<th>2 Moderately Effective (Approaching Standard)</th>
<th>1 Ineffective (Unacceptable- Assignment is not complete and lacks knowledge and understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Child</td>
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<tr>
<td>Record gives:</td>
<td>Record gives:</td>
<td>Record gives:</td>
<td>Record gives:</td>
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<tr>
<td>Detailed, specific</td>
<td>Detailed, specific</td>
<td>Information about the child’s reading and</td>
<td>Little information about child’s reading and</td>
</tr>
<tr>
<td>information about child’s</td>
<td>information about</td>
<td>writing that is of little use to a teacher</td>
<td>writing</td>
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<tr>
<td>reading and writing</td>
<td>the family</td>
<td>and/or parent</td>
<td>No family information is evident</td>
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<tr>
<td>Detailed, specific plans</td>
<td>Some specific information</td>
<td>Little information about the family and it is</td>
<td>Few study plans are included</td>
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<td>for study</td>
<td>about the family</td>
<td>evident that no family member was contacted</td>
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<tr>
<td>Detailed, specific plans</td>
<td>Some specific plans for</td>
<td>General study plans</td>
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<td>for study</td>
<td>study</td>
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<td>Presentation Study and</td>
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<tr>
<td>Content</td>
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<tr>
<td>Detailed, thoughtful</td>
<td>Clear presentation of</td>
<td>Presentation of child’s reading and writing</td>
<td>Presentation of child’s reading and writing are</td>
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<tr>
<td>presentation with much</td>
<td>child’s reading and</td>
<td>lack clarity and/or detail.</td>
<td>not clear or organized.</td>
</tr>
<tr>
<td>clear information about</td>
<td>writing abilities.</td>
<td>No more than two samples of child’s work;</td>
<td>No details included.</td>
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<tr>
<td>child’s reading and</td>
<td>A photo or drawing of</td>
<td>samples are not particularly helpful.</td>
<td>One sample of child’s work.</td>
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<tr>
<td>writing</td>
<td>child with some samples</td>
<td>Presentation is short and cursory.</td>
<td>Presentation is disorganized and sketchy.</td>
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<td></td>
<td>of child’s work that may</td>
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<td>not be relevant.</td>
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<td>Presentation is thorough</td>
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<td>but does not prompt</td>
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<td></td>
<td>discussion.</td>
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<tr>
<td>Reflective Essay</td>
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<tr>
<td>Detailed, reflective essay</td>
<td>Reflective essay identifies</td>
<td>Reflective essay suggests this activity was</td>
<td>Reflective essay is lacking in detail, specifics</td>
</tr>
<tr>
<td>raises profound professional</td>
<td>professional questions and</td>
<td>this activity was prepared in perfunctory</td>
<td>or links to course work.</td>
</tr>
<tr>
<td>questions and dilemmas that</td>
<td>concerns that may be</td>
<td>manner. Little evidence of links made to</td>
<td>No questions raised.</td>
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<tr>
<td>are linked to course readings</td>
<td>linked to course readings</td>
<td>course work and readings.</td>
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<tr>
<td>and discussions.</td>
<td>or discussions.</td>
<td>One or two questions raised.</td>
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<tr>
<td></td>
<td>Several questions raised.</td>
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<tr>
<td>Use of standard English</td>
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<tr>
<td>No errors in standard</td>
<td>1-2 errors.</td>
<td>More than 3 errors.</td>
<td>More than 3 errors and papers presented in</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td>unprofessional format.</td>
</tr>
</tbody>
</table>

Candidates who do not achieve target level of *At Standard* must meet with the professor to develop a plan for improving performance.
# CIRL 633 Socio-psycholinguistics and Reading
Research Paper Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Exemplary (Above Standard)</th>
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<th>1 Ineffective (Unacceptable: assignment is not complete and lacks knowledge and understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections between theories, teaching and learning</strong></td>
<td>Significant connections of theories, teaching and learning</td>
<td>Connections between theories and teaching and learning</td>
<td>Minimal connections between theories and teaching and learning</td>
<td>Little or no connection between theories and teaching and learning</td>
</tr>
<tr>
<td><strong>Examples from class discussions, activities and required readings</strong></td>
<td>Examples from class discussions, activities required readings, and non-required readings</td>
<td>Examples from class discussions, activities and required readings</td>
<td>Minimal examples from class discussions, activities and required readings</td>
<td>No examples from class discussions, activities and required readings</td>
</tr>
<tr>
<td><strong>Summarize theorists’ positions</strong></td>
<td>Sophisticated summary of theorists’ positions</td>
<td>Summary of theorists’ positions</td>
<td>Minimal summary of theorists’ positions</td>
<td>No summary of theorists’ positions</td>
</tr>
<tr>
<td><strong>Discuss how individual theories translate into practice and the teacher’s and student’s role in learning</strong></td>
<td>Sophisticated discussion of how individual theories translate into practice and the teacher’s and student’s role in learning</td>
<td>Discussion of how individual theories translate into practice and the teacher’s and student’s role in learning</td>
<td>Minimal discussion of how individual theories translate into practice and the teacher’s and student’s role in learning</td>
<td>No discussion of how individual theories translate into practice and the teacher’s and student’s role in learning</td>
</tr>
<tr>
<td><strong>Specific examples of how each theory can be used to support literacy instruction</strong></td>
<td>Many specific examples of how each theory can be used to support literacy instruction</td>
<td>Specific examples of how each theory can be used to support literacy instruction</td>
<td>Minimal examples of how each theory can be used to support literacy instruction</td>
<td>No examples of how each theory can be used to support literacy instruction</td>
</tr>
<tr>
<td><strong>Organizational style</strong></td>
<td>Very well written, organized paper and accurate use of APA style</td>
<td>Well written, organized paper and effective use of APA style</td>
<td>Somewhat effective organization and use of APA style</td>
<td>Incoherent organization of paper, language use and/or use of APA style</td>
</tr>
</tbody>
</table>

Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
### Rubric for Fishbowl Discussion Group (Instructor’s Rubric)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (4pts)</th>
<th>Satisfactory/ Effective (2pts)</th>
<th>Unsatisfactory/ Ineffective (1pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Provides a summary of the information presented in the study; synthesizes the main idea and perspectives found in the document; identifies the theoretical framework used to ground the research; synthesizes research methodology used to conduct the study; identifies the findings/results of the study</td>
<td>Provides a brief summary of the study, which is presented in a reading or “run through” of the information written by the author(s) and does not synthesize the main ideas presented in the document; there is some mention of the theories that support the research; research findings and methodologies briefly mentioned</td>
<td>Does little to go beyond a reading “run through” of the text. There is little or no attempt to identify the or synthesize research findings as presented in the study.</td>
</tr>
<tr>
<td>Critique</td>
<td>Analyzes the validity of the study to determine whether procedures used were appropriate; critically explores the content/information presented in the document for its relevance and connection to teaching and learning; examines the report for broad connections to different points of views and “gaps” or limitations that might be inherent in the document.</td>
<td>Some attempt to evaluate the report based on methodology, relevance and connection to teaching and learning; little attempt to address the “gaps” or limitations of the research study</td>
<td>No attempt to critique the document for the way in which the study was conducted. For the most part the is taken at face value.</td>
</tr>
<tr>
<td>Educational Implications</td>
<td>The educational implications of information presented in the study has been clearly/explicitly address; members make inferences about the information presented and how it might transfer into practice by providing examples from the “real world” in which the areas addressed in the report can be problematic and by discussing the feasibility of several recommendations suggested in the report.</td>
<td>There is some attempt to address the educational implications of the information presented in the document. There is minimal attempt to connect the recommendations and/or issues raised in the report to practice through the use of specific examples.</td>
<td>Little or no attempt was made to connect the information presented in the study to practice. The discussion did not address the consequences recommendation presented in the report to educational contexts.</td>
</tr>
<tr>
<td>Participation</td>
<td>Everyone actively participates in the discussion by commenting and providing feedback to peer comments and addressing individual issues of concern about information presented in the article; each member in of the discussion group rotates between and among cooperative learning roles (listener, discussion leader, questioner, evaluator, etc.)</td>
<td>Some participation by all members of the group; for the most part there is only one discussion leader who continuously prompts/probes for meaning by posing questions, raising comments, or issues presented in the document; there is some feedback from group members on the issues and/or questions raised by peers</td>
<td>Minimum participation from all members of the group; at times there is only one person speaking; it is evident that close reading of the text was limited; members do not engage in talk that results from initiation of questions and/or comments, then feedback to peers.</td>
</tr>
</tbody>
</table>

### Dispositions for the M.Ed in Reading Program

**IRA Standard 5.1**  
Display positive dispositions related to reading and the teaching of reading

1. Shares professional readings and reflections on those readings  
2. Contributes to class discussions related to reading and the teaching of reading  
3. Has high expectations for all children  
4. Models enthusiasm for reading and writing  
5. Prepares lesson and unit plans that demonstrate respect for cultural and linguistic diversity and students with special learning needs  
6. Maintains confidentiality in working with students and their families when collecting and sharing data for diagnostic purposes and sharing  
7. Clearly articulates knowledge and findings with colleagues and families while advocating for all aspects of child development.
IRA Standard 5.2
Continue to pursue the development of professional knowledge and dispositions

1. Is a current member of a professional literacy organization such as IRA (International Reading Association), NCTE (National Council of Teachers of English), NRC (National Reading Council), NJRA (New Jersey Reading Association), etc. ___  ____

2. Attends professional development conferences, workshops, etc. ___  ____

3. Is open-minded and flexible. ___  ____

4. Follows through on suggestions/recommendations for further study ___  ____

IRA Standard 5.3
Work with colleagues to observe, evaluate and provide feedback on each other’s practice

1. Gives constructive feedback to colleagues during class presentations ___  ____

2. Seeks and values collaboration and contributes significantly to group projects ___  ____

3. Engages in reflective pedagogy ___  ____

4. Conducts research in an ethical manner ___  ____