



Document # _____
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CATALOG YEAR 2010-2011
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COLLEGE/SCHOOL/SECTION: College of Education

Current Catalog Page(s) Affected: pg. 409

Course: Add: X Delete: _____ Change: _____ Number _____ Title _____
(check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

EDRD 6307 *Theoretical Foundations of Reading.* Three semester hours. Seminar for doctoral students to study and critique major theoretical models and processes of reading . Special emphasis will be given to cognitive, constructivist, and socio-psycholinguistic theories. Psychological, linguistic and physical factors related to reading performance will be explored and special attention will be given to consideration of implications for teaching reading across the grades and across the curriculum. Theoretical models of reading, including developmental, interactive-transactional, and affective models, will be reviewed, with an end to the generation of new research hypotheses and the development of paradigms for improving reading instruction of diverse populations. Prerequisite: Doctoral classification.

Justification: Texas A & M University College Station and Texas A&M International University are offering a collaborative Ed.D. in Curriculum and Instruction. Within this program, students may select to minor in either Professional Development or Bi-literacy. EDRD 6307 Theoretical Foundations of Reading is one of four courses the students must take if they elect Bi-literacy as their minor. EDRD 6307 is scheduled to be offered in the summer 2010 for the current cohort of students. This course is one which is being taught by Texas A&M International University faculty and on the Texas A&M International University Campus.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry.
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College Introductory Pages: Add information: _____ Change information: _____
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Other: Add information: _____ Change information: _____
Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:

	Signature	Date
Chair Department Curriculum Committee	<u>Jennifer M. Coronado</u>	<u>2-16-10</u>
Chair Department	<u>Cathy L. Guerra</u>	<u>2-16-10</u>
Chair College Curriculum Committee	<u>Antonio Rojas</u>	<u>2/16/10</u>
Dean	<u>Antonio Rojas</u>	<u>2/16/10</u>

EDRD 6307 Theoretical Foundations of Reading

Course Syllabus

Course Description

EDRD 6307 Theoretical Foundations of Reading. Three Semester Hours.

Seminar for doctoral students to study and critique major theoretical models and processes of reading . Special emphasis will be given to cognitive, constructivist, and socio-psycholinguistic theories.

Psychological, linguistic and physical factors related to reading performance will be explored and special attention will be given to consideration of implications for teaching reading across the grades and across the curriculum. Theoretical models of reading, including developmental, interactive-transactional, and affective models, will be reviewed, with an end to the generation of new research hypotheses and the development of paradigms for improving reading instruction of diverse populations. Prerequisite: Doctoral classification.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Demonstrate knowledge of major theoretical models and processes of reading through discussions and written products
2. Analyze and critique major research on reading that has influenced current instructional practices.
3. Generate new research hypotheses for further investigation of reading processes.
4. Develop instructional paradigms for improving reading instruction of diverse populations, across the grades, and across the curriculum.

Instructional Activities

1. Written Paper. The student will analyze major theories of reading and will write a paper in which the student critiques theories based on their application to diverse cultural, ethnic, linguistic, developmental, and ability groups making up the student population, and will generate new research hypotheses to guide further investigation of reading processes. (150 points)
2. Instructional Paradigm. The student will develop an instructional paradigm for improving reading instruction. The student will select a specific student population and the grade level for which the paradigm will be developed. (125 points)
3. Seminar Participation. Each student will be required to lead one seminar or a portion of one seminar during the semester. As the leader, the student will be expected to prepare discussion questions/topics for the discussion, and for moderating the discussion. Every student will be required to attend every class session and actively participate by contributing to the discussions. (50 points for leading/moderating + 75 points for participation in all seminar class sessions = 125 pts.)
4. Written Mid-term Exam. (100 points)
5. Written Final Exam. (100 points)