

SIMON FRASER UNIVERSITY

MEMORANDUM

S.78-91

To..... Senate	From .. Dean of Graduate Studies Office.....
Subject Faculty of Education New Graduate Course Proposals	Date June 9, 1978

MOTION: That Senate approve the following new graduate courses
in the Faculty of Education:

Education 826-5 The Reading Process

Education 827-5 Diagnosis and Remediation of Reading
Difficulties

Jon Wheatley
Dean of Graduate Studies

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SIMON FRASER UNIVERSITY

MEMORANDUM

To Jon Wheatley, Chairman

Executive Committee of the Senate
Graduate Studies Committee

Subject

From J. W. George Ivany

Dean of Education

Date 1978-05-23

The Faculty of Education at its meeting on May 23, 1978
approved the attached new course proposals:

Education 826-5 The Reading Process
Education 827-5 Diagnosis and Remediation of Reading
Difficulties

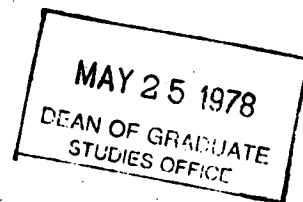
Please include them on the agenda for the next meeting of the
Executive Committee of the Senate Graduate Studies Committee.

JW George Ivany

JWGI:nb
cc Michael Manley-Casimir
Stan Kanehara

*Passed Exec Com, SSSC
June 5, 1978*

Jon Wheatley



RECEIVED

MAY 26 1978

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MAIL DESK

CALENDAR INFORMATION:

Department: Faculty of Education Course Number: Educ. 826Title: The Reading ProcessDescription: An introduction to the physiological, psychological and psycholinguistic aspects of reading.Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____
EDUC 220-3 or equivalent.

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: Fall '78How often will the course be offered: annually

3. JUSTIFICATION:

This course is designed to provide graduate students with requisite theoretical and empirical knowledge about the physiological, psychological and psycholinguistic bases of reading. This knowledge is foundational to providing effective leadership in developing and implementing reading programs in the school system.

4. RESOURCES:

Which Faculty member will normally teach the course: J. Jaap TuinmanWhat are the budgetary implications of mounting the course: Re-assignment of faculty time (1/2 FTE for one semester). Made possible by an already appointed new faculty member.Are there sufficient Library resources (append details): YesAppended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resourcesApproved: Departmental Graduate Studies Committee: A. N. Taylor, Chair Date March 20, 1978Faculty Graduate Studies Committee: A. N. Taylor, Chair Date March 20, 1978Faculty: J. W. George, Chair Date 23-05-78

Senate Graduate Studies Committee: _____ Date _____

Senate: _____ Date _____

In this course major theoretical positions in learning and teaching of reading will be examined. Emphasis will be placed on close analysis of empirical support for dominant conceptualizations of the reading process and for currently prevailing instructional practices. Contributions from a variety of academic fields will be studied including: psychology, linguistics, psycholinguistics and sociolinguistics. Throughout the course the focus will be on a critical examination of popular beliefs in regard to how children learn to read.

Lectures, readings and discussions will be organized around the following topics.

- 1) Reading as a physiological process
- 2) Theoretical models of decoding
- 3) Theoretical models of reading comprehension
- 4) Analysis of hierarchies of reading skills
- 5) Sociolinguistic aspects of the reading process.

The evaluation of the students will be based upon

- a) examinations over major reading assignments
- b) paper representing an analysis of a major issue in regard to positions on the learning and teaching of reading skills.

Readings

In addition to relevant literature in major professional journals (Reading Research Quarterly, Journal of Reading Behavior, Journal of Educational Psychology, Cognitive Psychology) the students will read from the following book list:

- Huey, Edmund B. Pedagogy and Psychology of Reading. New York: McMillan, 1968.
- Hall, M. and Ramig, C. Linguistic Basis for Reading Instructors, Charles Merrill, 1978.
- Levin, H. and Williams, J. Basic Research in Reading. Toronto: Allyn & Bacon, 1968.
- Davis, F. B. A Literature Search of Reading: Emphasis on Models. Rutgers University, 1971.
- Gibson, E. and Levin, H. Psychology of Reading, MIT Press, 1975.
- Robeck, M. C. and Wilson, J. A. Psychology of Reading, John Wiley, 1974.
- Singer, H. and Ruddell, R. Theoretical Models and Processes of Reading, Newark, IRA, 1976.
- Chall, J. Learning to Read: The Great Debate. New York, McGraw Hill, 1967
- Zintz, M. The Reading Process: The Reader and Learner. Dubuque, Iowa, William Brown, 1970.

b) Statement of Competence of Instructor.

Education 826

Dr. Tuinman has taught Ph.D. level courses at Indiana University for 6 years. He has written extensively in the field of reading (see vita) and is editor of a leading reading research journal. Among professional publications, he has contributed to the Reading Research Quarterly, Psychometrika, Journal of Educational Measurement and Buros Mental Measurement Yearbook.

CALENDAR INFORMATION:

Department: Faculty of Education Course Number: Educ 827Title: Diagnosis and Remediation of Reading DifficultiesDescription: An analysis of current research and theoretical positions regarding
causes and remediation of reading problemsCredit Hours: 5 Vector: _____ Prerequisite(s) if any: Educ 826
or permission of instructor.

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: Spring 1979How often will the course be offered: Once a year

3. JUSTIFICATION:

This course is a prerequisite for clinical remedial fieldwork. Currently many
students proceed with remedial instruction with insufficient knowledge of
diagnosis and of remediation techniques.

4. RESOURCES:

Which Faculty member will normally teach the course: J. Tuinman and B. WongWhat are the budgetary implications of mounting the course: Re-assignment of
faculty time (1/2 FTE for one semester). Made possible by an already appointed new
faculty member.Are there sufficient Library resources (append details): YesAppended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resourcesApproved: Departmental Graduate Studies Committee: A. Nalun Committee Date March 20, 1978Faculty Graduate Studies Committee: A. Nalun Committee Date March 20, 1978Faculty: [Signature] Date 23-05-78

Senate Graduate Studies Committee: _____ Date _____

This course is a prerequisite for clinical, remedial fieldwork. The central objective of the course is the development by the student of an adequate conceptual background for practical work with children who have reading problems. Emphasis will be placed on a critical analysis of pertinent theoretical and empirical literature in the field of Reading and Learning Disabilities. The course objective will be met through lectures, literature analysis and discussion. Focal topics include the following:

- 1) The incidence of reading problems
- 2) Etiologies and definitions
- 3) Diagnosis and remediation of decoding problems
- 4) Diagnosis and remediation of inadequate reading comprehension
- 5) Research on the motivation of students with reading problems.

Evaluation

- 1) Examination over assigned readings
- 2) Paper: analysis of theoretical justification and empirical support for selected diagnostic or remedial strategy
or
- 3) A research proposal

Readings

Journal literature from major professional journals:

Journal of Reading Behavior

Journal of Learning Disabilities

Reading Research Quarterly

British Journal of Educational Psychology

Journal of Educational Psychology

- Wallach, Michael A. and Wallach, Lisa Teaching all children to read.
University of Chicago Press, 1976.
- Levin, Joel R. Learner Differences: Diagnosis and Prescription.
New York, Holt. 1977.
- Smith, E. Brooks, Goodman, Kenneth S. Language and Thinking in School.
Holt, Rinehart and Winston, Toronto, 2nd Edition, 1976.
- Spache, George D. and Spache, Evelyn B. Reading in the Elementary School.
4th Edition, Allyn and Bacon, Toronto, 1977.
- Reber, A.S., and Scarborough, D.L. (Eds.) Toward a Psychology of Reading.
New Jersey: Lawrence Erlbaum Assoc., 1977.
- Laberge, D.L., and Samuels, S.J. (Eds.) Basic Processes in Reading:
Preception and Comprehension. New Jersey: L. Erlbaum Assoc., 1978.
- Anderson, R.C., Spiro, R. J., and Montagne, W. E. (Eds.) Schooling and the
Acquisition of Knowledge. New Jersey: L. Erlbaum Assoc., 1978.
- Carpenter, P.A., and Just, M.A. (Eds.) Cognitive Processes in Comprehension.
New Jersey: L. Erlbaum Assoc., 1978.

Dr. Tuinman has taught Ph.D. level courses at Indiana University for 6 years. He has written extensively in the field of reading (see vita) and is editor of a leading reading research journal. Among professional publications, he has contributed to the Reading Research Quarterly, Psychometrika, Journal of Educational Measurement and Buros Mental Measurement Yearbook.

Dr. Wong. Reading difficulties often stem from more general learning disabilities; hence it is appropriate for a specialist in learning disabilities to co-teach this course. Dr. B. Wong holds an Ed. D. in Special Education (UBC 1975) with research interests in memory processes of learning-disabled children and comprehension problems of learning-disabled adolescents.

SIMON FRASER UNIVERSITY

MEMORANDUM

To Prof. Mike Manley-Casimir

Faculty of Education

Subject NEW COURSE PROPOSALS

From Larry Thomas

Collections Librarian

Date 15 May 1978

Here is a copy of Gail Tesch's evaluation of the Library resource problem in support of 826 and 827. It is my understanding that the Graduate Studies Committee has not required a statement on Library resources in new course proposals as it has done for new programme proposals; however, we appreciate that you have coordinated this matter with us and we are pleased to provide this response.

As I am now the Library delegate to the Graduate Studies Committee I will be prepared to speak to this when it arises on the Agenda. Please call me if you have any questions.

Larry

LET : dcr
Attachment

SIMON FRASER UNIVERSITY

MEMORANDUM

To Larry Thomas
Collections Librarian
Subject New Course Proposals

From Gail Tesch
Education Librarian
Date 26 April 78

Two new courses have been proposed in the Faculty of Education:

Education 826: The Reading Process - Fall 1978

Education 827: Diagnosis of Reading Difficulties - Spring 1979

The following statement concerning library resources to adequately support the course will deal with the two proposals as one unit.

Monographs

To date, there has been no systematic acquisition of materials dealing with reading and reading difficulties. From time to time, faculty members have requested special items, which have been acquired. An assessment of the collection reveals, however, that the library does have a generous number of titles, crossing several disciplines; i.e. psychology, linguistics, education and language and languages, the study and teaching thereof. There is a relatively good core of material available to support these courses, at least, in the early stages. Reference works includes, Buros, Oscar, Mental Measurements Yearbook (LB 1131 Z923 v.1, v.2), Buros, Oscar, Reading Tests and Reviews (LB 1051 Z923), Chicorel Index to Reading Disabilities; an annotated guide (LB 1050.5 Z925), Chicorel Index to Reading and Learning Disabilities, an annotated guide (LB 105.5 C4), Recent Research in Reading (LB 1050 Z968) and Reading: an ERIC Bibliography (LB 1050 Z933).

A check of titles in Books in Print, 1978, showed that the library had 50% of the works itemized (71 out of 140). The library is also on the mailing list of Lawrence Erlbaum, publishers of books dealing with learning disabilities. Several of these titles are included on the reading lists, and all are presently on order. In all, the library has 65% of the titles on the required reading lists.

Serials

Of the eight professional journals included on the reading lists, the library

has subscriptions to each. Beginning dates vary, but not to the detriment of usage, as most of the literature required is of a current nature. Articles of an historic nature would be made available through ILL.

A check of Ulrich's International Periodical Directory turned up a dozen relevant journals, to which the library subscribes. Periodicals in psychology and language and linguistics would be useful as well. Overall serials collection appears more than adequate to support these courses. Any new, specialized journals could be considered individually.

COSTS

Monographs

The cost per monograph in this area is high - approximately \$10-20 per title, due to the specialized nature of the subject. The library has on hand, orders totalling \$500 - this sum includes both retrospective and current titles. The number of books published yearly in this area is relatively small, however, an initial cost of \$1000 seems appropriate in order to acquire the necessary reference and general books which will be required over the next few years.

Serials

It is difficult to determine the costs that will accrue in this area of acquisitions, as journal rates vary from \$5 - \$20 per subscription, and journal costs increase yearly. A programme of careful selections and purchase of new titles is necessary if we are to acquire those new titles which are vital to the programme. At the rate of 5 new titles a year a sum of \$200 would appear to be sufficient to maintain growth at a modest rate. The acquisition of backfiles does not seem to be a major problem.

The proposed dates of implementing these new courses is not a problem, as the library is in a fairly healthy position to adequately support these courses in the initial stages.