Course Prefix and Number: RDG 8153

Course Title: Psychology of Reading

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Course Description: Analysis of reading patterns; conditions favorable and unfavorable to progress in reading skill; the readiness concept; problems of levels. Prevention and correction of reading handicaps.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
Course Objectives:

The student will: Participate in reading, discussion, and reflection to ultimately achieve Standard 1, Foundational Knowledge from the International Reading Association’s 2010 Standards for Reading Professionals. (CFPO #1, 2, 3, 8, 13)

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading—writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

Topics to be Covered:

1. Background Dimensions (15 hours)
   Writing Systems
   Word Perception
   The Role of the Eyes

2. Language and Cultural Dimensions (10 hours)
   Inner Speech
   Words Levels and Sentences
   Comprehension of Discourse

3. Cognitive Dimensions (10 hours)
   Reading Development
   Learning to Read
   Theoretical Models of Reading

4. Perceptual Dimensions (10 hours)
   Reading Disorders
   Individual Differences in Reading Abilities

Required Texts:


Recommended Texts:


Methods of Instruction:

Instructional strategies include large group lectures and discussions; small group discussions and assignments utilizing electronic sources and multi-media; self-directed assignments including oral presentations and reflection activities; teaching activities.

Suggested Student Activities:

1. Reading theory presentation that concentrates on the changes/developments of the history of reading instruction (Course Objective #1.1, 1.2)
2. Article Reviews (Course Objective #1.1)
3. Group multimedia presentation on one reading model (Course Objective #1.1)
4. Application assignment linking reading models and current theories with classroom application (Course Objective #1.1, 1.3)

MSU Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit:  http://www.honorcode.msstate.edu/

Technology Component:

Technology use will be incorporated throughout the class. Examples of technology requirements include

Diversity:

The course will address best practices of understanding and applying reading theory to help all students achieve through strategic reading. (Course Objective #1.3, Course Topic #4)

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

There is no field component in this course.

Evaluation of Student Progress:

1. Research Proposal 30%
2. Final Exam 10%
3. Theoretical Models Exercise 20%
3. Syllabus Project 30%
4. Attendance and Participation 10%

Grading Scale:
90-100      A
80-89       B
70-79       C
60-69       D
below 59    F

Bibliography:


