

M Ed Two Year Programme

S.LI. 2 (d) : Foundations of Reading and Writing

Maximum Marks: 100

Rationale

Even though the census figures show a steady rise in literacy rates the actual situation of literacy is very dismal in India. Many people who qualify as literate cannot read and write with fluency, understand what they read, and use literacy in their daily lives. Literacy is a critical factor to survive in the schools and poor literacy contributes to poor performance in schools and contributes to dropout. Given its importance, it is necessary to understand the nature of literacy. In this course we will look at the nature of reading and writing from multiple perspectives. We will try to understand how we engage with literacy ourselves, for example, how do we understand an informational text, how do we emotionally engage with a story, or how do we engage in decision making and problem solving as a writer. We will also understand the socio-cultural aspects of literacy and the Indian context. Reading in a second language is also featured.

Unit I : Reading: Processes and Purposes

Changing definitions of reading

Purposes and processes of reading (examining reading process with the help of miscue analysis)

New Literacy

Unit II : Engaging with Reading: Reading Comprehension

Definition of reading comprehension

Examining the complex and dynamic processes of reading comprehension: Cognitive theories about how readers construct meaning; strategic reading.

Socio-cultural influences on reading comprehension

Debates related to comprehension instruction

Reading in the content area: text structure and reading strategies

Vocabulary

Reading comprehension in India

Unit III : Engaging with Reading: Response to Literature

Transactional theory of reading

Reading for different purposes: Efferent and aesthetic reading

Socio-cultural aspects of response to literature

Children's response to literature

Response-based curriculum

Literature instruction in Indian schools

Unit IV : Engaging with Writing

Cognitive process of writing: The view of writing as a problem solving and decision making process.

Planning, transcribing/drafting, and , reviewing/revising; recursive nature of writing

Social aspect of writing; Role of context in writing; purpose, audience, and instructional influence; role and responsibilities of the writing teacher.

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader

Review of writing instruction in India

Unit V : Reading in the Second Language

Comparing first and second language reading
Biliteracy
Examining second language reading in India

Unit VI : Literacy Assessment

Purposes and processes of literacy assessment
Alternative assessment
Review of current literacy assessment practices in India

Reading List

Applebee, A. N., & Langer J. (2011). A Snapshot of writing instruction in middle schools and high schools. *English Journal*.

Atwell, N (1987). *In the middle: writing, reading and learning with adolescents*. Heinemann

Boyle, O.F., & Peregoy, S.F. (1990). Literacy scaffolds: Strategies for first and second language readers and writers, *The Reading Teacher*, 44 (3), 194 – 200

Eskey, D. (2002). Reading and the teaching of L2 reading. *TESOL Journal*, 11 (1), 5-9.

Flower, L., & Hayes, J. R. (1981). A Cognitive process theory of writing. *College Composition and communication*. Vol 32. 365-386.

Garcia, Gilbert G., (Ed.) (2003) *English Learners – Reaching the Highest Level of English Literacy*. IRA, Newark, DE

Gaskins, Irene W., (1998) There's more to teaching at-risk and delayed readers than good reading instruction. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction*. IRA

Murray, D. (1972). Teach writing as a process and not product. *The leaflet*. 11-14.

Rowe, D. W. (2001). Power, identity and instructional stance in writing workshop. *Language Arts*. Vol 78 (5)

Opitz, Michael F. (Ed.) (1998). *Literacy Instruction for Culturally and Linguistically Diverse Students*. IRA, Newark, DE.

Pearson, P. et al. Handbook of reading research , Volume 1-3.

Rosenblatt, R. (2005). Making meaning with texts. Heinemann: Portsmouth

Ruddell, R.S. et al. (2004). Theoretical models and processes of reading. IRA: Newark.

Shanahan, T. (2000) Reading –Writing relationships, Thematic Units, Inquiry Learning... In Pursuit of Effective Integrated Literacy Instruction. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction*. IRA

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.

Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Educational Dialogue*, 6:2, 223-237.