

**Master of Education (M.Ed.)**

**Title of the Course: S. LI. 2(d): Foundations of Reading and Writing**

**(Semester: I, II, III & IV )**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week: 15**

**Introduction of the Course**

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.

**Learning Outcomes:**


After completing the course, the student will be able to:

1. Understand the nature of literacy from multiple perspectives
2. Understand reading and writing processes in different contexts and for a variety of purposes
3. Will be able to critically analyse data related to reading and writing in the Indian context

**Number of Units (5)**

**Weeks 15 = 60 hours**

203

  
Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Dept. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

**Unit 1: Engaging with Reading: Reading Comprehension** (6 weeks = 24 hours)

- 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
- Reading in the content area: text structure and reading strategies
- Vocabulary
- Debates related to comprehension instruction
- Review of reading comprehension in India

**Unit 2: Engaging with Reading: Response to Literature** (3 weeks = 12 hours)

- 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 3: Engaging with Writing** (3 weeks = 12 hours)

- 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
- Review of writing instruction in India

**Unit 4: Reading in the Second Language** (2 weeks = 8 hours)

- Comparing first and second language reading and writing
- Examining second language reading in India with special emphasis on ESL

  
Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Dept. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

## Unit 5: Literacy Assessment

(1 week = 4 hours)

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

### Practicum/Suggested Projects/Assignments

1. Examine the reading comprehension process of two children using a suitable assessment tool.
2. Observe literature teaching in 2-3 classes and analyse the instruction based on response theory
3. Engage in writing process approach and develop understanding of the writing process/Interview 2-3 children about how they write and analyse their response

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- 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

### Teaching Learning Process

The course will require reading and discussion of theory and research related to the topics. Students will engage in reading and writing in the classroom and analysing the nature of their engagement with texts (e.g., reading a story and understanding the nature of their response, or decision-making process as a writer). Additionally, they will also analyse samples of children's reading and writing.

### Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

**Key words:** Cultural Theory, Socio-Cultural Influences, Second Language.