

William Paterson University
College of Education
Educational Leadership and Professional Studies

COURSE OUTLINE

1. Course Number and Title

ELRL 6330: Socio-psycholinguistics and Reading, 3 graduate credits

2. Course Description

This graduate course examines the socio-psycholinguistic theories involved in the development of reading and writing. Particular emphasis will be given to learners from diverse cultural and linguistic backgrounds. Teaching and learning processes that foster respect for all learners and promote their success will be explored.

3. Pre- or Co-Requisites

none

4. Course Objectives

The candidate will know and understand:

- A. Major theories of language development and how they can be used to implement a well-planned and comprehensive reading program.
- B. Current and historical perspectives about the nature and purposes of reading and writing, approaches to reading instruction, and thinking/language/learning processes.
- C. Language development and reading/writing acquisition and the variations related to cultural and linguistic diversity.
- D. The linguistic, sociological, and psychological bases of the reading process.
- E. The influence of physical, emotional, social, cultural, environmental and intellectual factors on literacy learning in a first and second language.
- F. The relationship of phonemic, morphemic, semantic and syntactic systems of language to the reading process and the principles of new language acquisition, when English is a Second Language.
- G. How analyzing readers' miscues and interpreting other types of assessments inform instruction.
- H. That literacy can be a means for transmitting moral and cultural values.

5. Student Learning Outcomes

Candidates will be able to:

- A. Apply knowledge of the socio-psycholinguistic processes in literacy development when collaborating with peers to prepare a workshop and resource materials intended for stakeholders in the school community (e.g. parents, teachers, administrators).
- B. Examine the language use or oral literacy skills of a student during conversation to determine the student's language use, oral literacy skills, dialect, etc.
- C. Demonstrate knowledge of current and historical issues, theory and research regarding the socio-psycholinguistic processes in literacy development by preparing a research paper/ literature review that demonstrates understanding of the connections between theory, teaching and learning
- D. Display positive dispositions related to reading and the teaching of reading by conducting an action research project in an ethical and caring manner with respect for diversity of language and culture that reflects knowledge and understanding of the connections between instruction and cognitive, linguistic and social aspects of literacy processes on students' literacy development and then communicating the

results to different stakeholders.

Student Learning Outcome	SPA (identify SPA Standards or Criteria on Program-Specific Assessments)	COE Advanced Programs Outcomes	NJ Professional Standards for Teachers and Administrators
Group Workshop Presentation and Resource Materials	4 – Diversity 5 – Literate Environment 6 – Professional Learning and Leadership	Knowledge 1a, 1b Dispositions 5b, 5c, 5d, 5f, 5g, 5h, 5j, 5k Leadership 6a, 6b, 6g	1 – Subject Matter Knowledge 7 – Special Needs 8 – Communication 10 – Professional Development 11 – Professional Responsibility
Oral Language Analysis - Transcript	1 – Foundational Knowledge 4 – Diversity 6 – Professional Learning and Leadership	Knowledge 1c, 1d Diversity 2a, 2b, 2c, 2d, 2e Field Experiences & Clinical Practice 3a, 3b, 3c, 3d Research & Assessment 4a, 4b, 4c, 4d Dispositions 5a, 5c, 5e, 5f, 5g, 5h, 5i, 5j, 5k	1 – Subject Matter Knowledge 2- Human Growth and Development 3 – Diverse Learners 5 – Assessment 7 – Special Needs
Literature Review / Research Paper	1 – Foundational Knowledge 2 – Curriculum and Instruction 3 – Assessment and Evaluation 4 – Diversity 5 – Literate Environment	Knowledge 1a, 1b Research & Assessment 4a, 4c Dispositions 5b, 5c, 5g, 5h, 5i, 5j, 5k	1 – Subject Matter Knowledge 3 – Diverse Learners 6 – Learning Environment 7 – Special Needs 10 – Professional Development
Critical Assessment - Action Research Project	2 – Curriculum and Instruction 3 – Assessment and Evaluation 4 – Diversity 5 – Literate Environment 6 – Professional Learning and Leadership	Knowledge 1c, 1d Diversity 2a, 2b, 2c, 2d, 2e Field Experiences & Clinical Practice 3a, 3b, 3c, 3d Research & Assessment 4a, 4b, 4c, 4d Dispositions 5a, 5c, 5e, 5f, 5g, 5h, 5i, 5j, 5k Leadership 6a, 6d, 6e, 6g	2- Human Growth and Development 3 – Diverse Learners 4 – Instructional Planning and Strategies 5 – Assessment 6 – Learning Environment 7 – Special Needs 8 – Communication 10 – Professional Development 11 – Professional Responsibility

6. Course Content

List of course content:

- A. A definition of language that includes a recognition that it is systematic, arbitrary, symbolic, human, communicative, and ever-changing
- B. The development of language and thought
 - a. Piaget’s developmental stages of thinking
 - b. Vygotsky’s zone of proximal development

- c. Language acquisition stages and theorists (e.g. Chall)
- d. Comparison and contrast of learning to read, talk, and write
- e. Theories on vocabulary development and instruction (eg. Beck and McKeown)
- C. The new grammars and their impact on literacy
 - a. Structuralists: Fries, Bloomfield, Lefevre
 - b. Transformational-Generative: Noam Chomsky and the “deep structure” theory
- D. Schema Theory
 - a. Knowing: Perceiving, ideating, categorizing
 - b. “Making sense” of the world through predicting from cognition
 - c. Comprehension and learning
 - d. Implications for literacy instruction: The reader-writer relationship; the reader and the text
- E. Sociolinguistics and reading
 - a. Dialects and second languages including bilingualism and LEP
 - b. Providing for language differences in the reading program
- F. Reading: A Socio-psycholinguistic view
 - a. Cues in the graphic, syntactic, semantic, and pragmatic systems
 - b. Cues within the reader
 - c. Top-down, Bottom-up, and Interactive Theories
 - d. Ongoing, formal, and informal assessment methods and tools
- G. The Writing System and How Readers perceive it
 - a. Differences between oral and written communication
 - b. Print conventions and reading
 - c. Characteristics of the English Spelling system
 - d. Processing visually-coded symbolic information
 - e. Reading and writing connections
- H. Applications to literacy instruction
 - a. Reading lessons--using context, sampling, predicting, confirming and correcting
 - b. Integrating the cueing systems
 - c. Writing in the reading program--introduction to the writing-as-process research and its implications for the teaching of reading
 - d. The changing role of the teacher: coach and facilitator
- I. A socio-psycholinguistically oriented literacy program
 - a. Pre-reading and activities to encourage reading
 - b. Beginning reading and activities to promote reading
 - c. Middle and upper grades and activities to promote aesthetic and efferent reading
 - d. Using literature
 - e. Writing process
 - f. Silent sustained reading; Drop everything and read
 - g. Skills to be taught in full context

7. Teaching/Learning Methods

- A. Lecture
- B. Course readings
- C. Case studies
- D. Research
- E. Reflection
- F. Online and in-class discussions--pair, small and whole group work.