

STUDENT HANDBOOK  
for  
SPECIALIST IN EDUCATION DEGREE  
  
READING AND LANGUAGE ARTS



School of Teacher Education  
College of Education  
The Florida State University  
Tallahassee, Florida 32306-4459

<http://www.coe.fsu.edu/cerds/programs/ReadingArts.html>

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## GENERAL INFORMATION

The Reading and Language Arts at The Florida State University is a graduate program offering three degrees: Master of Science (M.S.), Specialist in Education (Ed.S.), and Doctor of Philosophy (Ph.D.). The Program of Reading and Language Arts is responsible for the preparation of professionals who work at various levels of instruction--early reading and writing development, K-12

school literacy, post-secondary reading programs, and adult literacy programs-- as well as the preparation of teacher educators in the area of language and literacy.

The Specialist in Education (Ed.S.) degree in Reading and Language Arts emphasizes graduate work tailored to the individual's career goals. These goals will generally fall within the area of leadership roles in curricular, administrative, and service programs in reading and language arts in the public schools, in community literacy programs, and in state departments of education.

Students who pursue a Specialist in Education Degree choose from courses offered in the Reading and Language Arts Program and from departments within the College of Education and the University. The program of study is designed in accordance with each student's experience and professional aims. Students may take course work and an exit exam, or write a thesis, which may be an action research study, a program development project, or a scholarly review of an area of research. An internship in clinical or field-based supervision will be arranged for each student in an appropriate agency. Students are encouraged to participate in teacher seminars and in-service sessions as well as to attend state, regional, national, and international professional conferences.

## PROGRAM OBJECTIVES

Upon completion of the Specialist's Degree, students will be able to achieve the following objectives.

1. Know key research areas and major studies in the field of reading and language arts.

2. Understand the linguistic, cognitive, and sociocultural bases of language learning.
3. Assess student needs, including appropriate utilization and interpretation of norm-referenced and criterion-referenced tests, and observational and informal evaluations.
4. Use effective teaching and learning approaches in the classroom and intervention settings.
5. Know strategies for modeling, coaching, and communicating with teachers and other school and district-level personnel.
6. Understand how to access and use student services (e.g., speech, counseling, reading intervention) to improve student learning.
7. Conduct needs assessments and action research to determine program needs.
8. Develop and evaluate school programs in reading and language arts.
9. Understand how to plan, facilitate, and evaluate ongoing professional development.
10. Understand and/or conduct quantitative and qualitative research in reading and language arts.
11. Communicate orally, and in writing, professional knowledge with teachers and others as appropriate.
12. Know how to make literacy research accessible to administrators, teachers, and parents.

## ADMISSION REQUIREMENTS AND PROCEDURES

The admission process into the Specialist's Program includes a review of the applicant's previous academic record, aptitude for graduate study, teaching certification held, and professional goals. Teaching experience is desirable but not required. Applicants will not be automatically accepted based on any single admission criterion. When reviewing applications, the faculty committee will

consider evidence of the following:

1. Application for admission to The Florida State University submitted to the Office of Graduate Admissions (see admissions for on-line graduate application <http://admissions.fsu.edu/> )

Applicants experiencing difficulties with the application are directed to contact the Office of Admissions (OA). If OA cannot resolve, they will refer to the proper team member. Administrator of Admissions [gradadms@admin.fsu.edu](mailto:gradadms@admin.fsu.edu) or (850) 644-3420

2. Submission of a departmental application to:  
School of Teacher Education  
College of Education  
215 Stone Building  
Tallahassee, FL 32306-4459
3. Master's degree from an accredited, reputable university.
4. Evidence of a 3.5 grade point average or better in the master's degree coursework and a minimum score of 850 on the combined verbal and quantitative portions of the GRE OR 100 combined score on the GRE.
5. Submission of a Graduate Record Examination score and TOEFL score of at least 550, if applicable, as part of the application process.
6. Submission of a vita, a statement of professional objectives, two letters of professional recommendation, and evidence of at least two years of teaching experience or other related professional experience.
7. Certification in a field of education.
8. Department application for graduate program.

The application process within the University proceeds as follows:

1. The applicant submits a university application with transcripts and GRE scores to the Office of Graduate Admissions. You can access their web page at [www.gradstudies.fsu.edu](http://www.gradstudies.fsu.edu)
2. The applicant submits a departmental application to the School of Teacher Education. You can obtain this application by visiting the School in person or by contacting Ms. Timolin Bodison-Baker, [bodison@coe.fsu.edu](mailto:bodison@coe.fsu.edu), in the Stone building, Room 205, by phone (850) 644-8485 or fax (850) 644-7736. An electronic copy is available on the College of Education's web page at [www.coe.fsu.edu/cerds/admission.html](http://www.coe.fsu.edu/cerds/admission.html)

- 3 . After an application has been processed by the FSU Office of Graduate Admissions, it goes to the School of Teacher Education. A Reading and Language Arts Program faculty committee reviews the application materials and recommends acceptance or rejection of the application, based on the review of all data.
4. The recommendation of the School of Teacher Education on admission is returned to FSU's Office of Graduate Admissions which, in turn, officially notifies the applicant

**Application Deadlines for Admission:**

For Summer: February 1/March 1

For Fall: June 1 / July 1

For Spring: October 1 / November 1

## FEES AND FINANCIAL AID

Graduate students are charged tuition either as a Florida resident or a non-resident. The tuition is higher for students writing a thesis or dissertation than those taking courses. The current schedule of charges may be obtained by contacting Graduate Admissions (644-3420) or this Department (644-4880). A limited number of out-of-state tuition waivers are available to regular, full-time graduate students.

Financial assistance is available through federal and state financial aid programs, departmental assistantships, and college and university fellowships (The GRE is required for fellowships). Application forms and additional information can be obtained by contacting the Assistant Dean for Student Services at:

108 Stone Building  
The Florida State University  
Tallahassee, FL 32306-4065  
(850) 644-3760  
(850) 644-6868 FAX  
[www.coe.fsu.edu/finaid](http://www.coe.fsu.edu/finaid)

Applications for departmental graduate assistantships can be obtained by contacting the department of teacher education chair at:

205 Stone Building  
The Florida State University

Tallahassee, FL 32306-4459  
(850) 644-5458  
(850) 644-7736 FAX

These forms should be submitted to the School of Teacher Education and will be considered after the student has been accepted into the Program. Students may apply for other financial assistance not administered by the Department by contacting the University's Office of Financial Aid at:

University Center  
The Florida State University  
Tallahassee, FL 32306  
(850) 644-5871  
(850) 644-6404  
[www.financialaid.fsu.edu](http://www.financialaid.fsu.edu)

## TEMPORARY ADVISOR

Once you have been accepted in the program, you will receive notification from the School of Teacher Education of the faculty member who has been assigned as your temporary advisor (You may also contact the Reading and Language Arts Coordinator for the name of your temporary advisor). This temporary advisor

should be contacted for advice in scheduling courses for your first semester of work.

During this first semester, you are encouraged to schedule appointments with faculty members within the Program in order to consider those whom you would like to serve as members of your supervisory committee. Your temporary advisor may serve, but will not necessarily serve, as your major professor.

### SUPERVISORY COMMITTEE

The supervisory committee should be selected, and mutually agreed upon, by the end of the first semester of coursework. Generally, you select your major professor and then, in consultation with him/her, you select committee members. This recommendation will be forwarded to the School of Teacher Education Chair for approval.

This committee must be formed following FSU and COE guidelines (Be sure to read the graduate section of the "FSU Bulletin" and the COE Student Services). The Specialist in Education supervisory committee will have a minimum of four members, at least two of whom must be Reading and Language Arts Faculty, including the major professor, and one member must be from another program. This committee will approve the program of study.

### PROGRAM OF STUDY

The program of study will be planned by the major professor and the student based on the professional goals and academic needs of the student. This should be accomplished during the first year of study. All programs of study must follow the outline for the Specialist in Education Degree program of study (see

next page). **It is to be noted that summer workshops will not apply toward the graduate programs of degree seeking students in Reading and Language Arts.** An electronic version of the program of study is available at <http://www.coe.fsu.edu/OAS/support.html#form>. Please download this form and complete it using a word processor.

After this initial planning, a proposed program of study will be circulated for review by all members of the supervisory committee. If satisfactory, the program of study will be signed and sent to the School of Teacher Education Chair and then to the Academic Dean for approval.

Students can fulfill State of Florida certification requirements in the field of reading by the completion of the Specialist in Education Degree in Reading education. However, this non-teacher education Degree in Reading and Language Arts means that, at the end of the program you will not be certified by the program or receive an NCATE stamp. This does not mean you cannot take the certification courses, nor be certified by the Department of Education (DOE), but you will need to negotiate this certification on your own with DOE, on a course-by-course basis. It will not come automatically with your degree program. The non-teacher education specialist degree will be coded differently from teacher education programs and will be reported to the Office of Academic Services and Intern Supervision (OASIS) for auditing purposes and record keeping.

An internship in an agency, the Florida Department of Education, or a community literacy project, is required to provide students with practical experience in curriculum development or supervisory and administrative roles. A thesis on an appropriate topic in the field of reading and language arts is an option in this program in order to provide students with experience in applied research.

**PROGRAM OF STUDY: SPECIALIST IN EDUCATION**  
**Reading and Language Arts**  
**(30 SH minimum)**

- A. Required Courses: (9 SH)  
EDF 5481 Methods of Educational Research (3 SH)

RED 5147 Foundations of Developmental Reading (3 SH)  
RED 5865 Leadership Practicum in Reading and Language Arts (3 SH)

B. Courses in the Field of Reading and Language Arts: (15 SH)

Graduate courses will be selected according to the student's academic needs, career direction, and professional interests.

C. Courses in a Related Field: (6 SH)

These can include adult education, educational administration, special education, elementary education, foundations of education, educational psychology, instructional design, English, sociology, human development library science, counseling, etc.

D. Thesis: (6 SH) (Optional)

RED 5973r (3-6 SH) Specialist in Education Thesis

**NOTE:** By the completion of the Specialist in Education Degree, the student may wish to take the course requirements for Florida Certification in Reading. In order to accomplish this coursework, the student may need to increase the credit hours beyond the minimum number allowed. A minimum of thirty semester hours of coursework in reading and other language courses are required, including the core courses required for certification listed below:

RED 5337	Supervision and Instruction in Secondary School Reading
RED 5546	Diagnosis of Reading Disabilities
RED 5548	Correction of Reading Disabilities
RED 5947	Seminar & Practicum in Reading and Language Arts
LAE 5738	Linguistic Research in Language Arts and Reading
LAE 5515	Language and Literacy Assessment

If any of the core courses required for certification were taken as part of a master's program, they will be accepted as prerequisites to the Specialist Program if they were completed within a seven-year period preceding admission to the Specialist Program.

## **THESIS**

The Specialist in Education Degree in Reading and Language Arts provides the option of a thesis for those students focused on an applied research project. Students who choose to do a thesis will register for a total of six semester hours of thesis under the direction of the major professor.

The subject of the thesis must be directly related to the field of reading and language arts. The student prepares a short prospectus following the "Prospectus Guidelines and Clearance Procedures," which may be obtained from the Office of Academic Services and Intern Supervision (OASIS). The student submits a prospectus for one of the following types of theses: an action research study, a program development project, or a scholarly review of research. The prospectus is reviewed by the supervisory committee and, upon approval by the committee, is submitted to the School of Teacher Education Chair and the Academic Dean for review and approval.

The thesis will be written following the "Guidelines and Requirements for Thesis Writers" from the Graduate Research Office, 408 Westcott <[www.fsu.edu/gradstudies/thesis.html](http://www.fsu.edu/gradstudies/thesis.html)>. Once a draft of the entire thesis has been submitted to each committee member and necessary revisions are made, a thesis defense date will be scheduled by the student.

Students should refer to the "FSU Bulletin," the COE Program Planning Handout and "Prospectus Guidelines and Thesis Guidelines" from the Graduate Research Office in order to ensure compliance with the necessary procedures. The defense of the thesis is an oral examination in which the student presents the completed study and responds to questions from the supervisory committee.

## COMPREHENSIVE EXAMINATIONS

### **What is the purpose of the comprehensive exam?**

The comprehensive examination is administered at or near the completion

of coursework. The objective of administering the comprehensive examination at the end of study is to determine whether or not a candidate (1) has mastered program content, (2) handles ideas in a complex, creative and orderly manner, and (3) uses theory and research to support assumptions.

While taking the courses on your program of studies, you should become familiar with the professional literature and be prepared to answer the study questions provided in this handbook. In addition, you should consider coursework and independent study as resources for preparing for the exam.

Note: A thesis may be completed instead of the exams and is encouraged for students planning to pursue a Ph. D.

### **What exam questions should I study?**

The exam questions are listed in two sections: I) Core Knowledge that All our Students Should Know and, II) Critical Knowledge in Areas of Specialization.

- I. All students should study and be prepared to answer the three core questions. (The major professor will determine if one or more will be selected for the exam).
  
- II. Additional questions, from a corpus of questions under areas of specialization, will be negotiated with the major professor. These questions will build on and be related to your areas of study and future goals.

*The entire set of questions can be found in Appendix E.*

### **What are the take-home exam procedures?**

When you are ready for your take-home exam, you will meet with your major professor in order to discuss the questions related to your program of studies. The questions for the exam will be negotiated by you and the major professor. The committee will serve as readers of your completed exam. Students will be

informed of the final questions to be selected for the take-home exam. Therefore, students are requested not to solicit this information from the supervisory committee.

The student will complete the written exam as a take-home exam to be completed during a *two week period*. You will receive questions that answer areas of core knowledge in reading and language arts and/or critical knowledge in the areas of specialization. Be sure to include a bibliography for citing resources.

The student should check the following website to find out the dates set aside for comprehensives: <http://www.coe.fsu.edu/OAS> (you can also access this information by going to the COE website, and following the path “information for students>academics> and graduate support). **Students are responsible for making certain that they have at least one month before the comprehensive exam deadline for writing and for giving faculty time to read and evaluate the exam. You should check the registrar's office to be sure you finish up in time for meeting comprehensive exam and graduation deadlines.**

#### How will my exams be evaluated?

The written examination will be read by all the committee members to determine whether or not a student (1) has mastered program content acquired through coursework and individual reading; (2) has applied this knowledge in a complex, creative, and orderly manner; (3) has used theory and research to support statements; and (4) has presented ideas effectively in writing.

#### Rubric for Grading Reading/Language Arts Master’s Comprehensive Exams

Please review this rubric in preparation for your comprehensive exam. It describes the indicators and criteria faculty will use in grading each question on your exam.

Indicator	3 = High Pass	2 = Pass	1 = Fail *
Complete and Accurate Answer	Communicates a high level of knowledge covered by the question in a	Communicates accurate knowledge covered by question in a comprehensible	Information is inaccurate.

	comprehensible manner.  Demonstrates breadth of knowledge and ability to analyze and synthesize topic.	manner.  Demonstrates breadth of knowledge.	Answer is too brief or narrow.
<b>Logic and Organization</b>	Paper is well-organized and logical.  Easy to follow and find all elements asked by the question.	Paper is adequately-organized and logical.  Can be followed with some effort; contains all required elements.	Paper is poorly organized and logic is lacking.  Difficult or impossible to follow; required elements are missing.
<b>Writing Style</b>	No more than two misspellings and grammar is accurate.	Three to four errors in spelling or grammar.	More than 6 misspellings, poor grammar.
<b>Reference</b>	Uses references, citations ( <b>5 or more</b> research articles, text books, or curriculum materials).	Uses references, citations ( <b>a minimum of 3</b> research articles, text book, or curriculum materials).	<b>No citations used.</b> No references made to research articles, text book, or curriculum materials).

Notes:

- 1) \*Students who earn a failing grade on any area of their comprehensive exam will be required to complete remedial actions as specified by their supervisory committee. Such actions may include any of the following: further study; oral defense of exam; re-writing portions of the exam; or re-taking the entire exam in another semester.
- 2) Allow at least two weeks for faculty to read and evaluate your exam (this may take longer in the summer when faculty are not on contract). If you have successfully passed the exam, you will be notified by your advisor.

## FACULTY

**\*CAROL MCDONALD CONNOR, Ph.D.**  
*The University of Michigan, Associate Professor.*

Research and Teaching Interests: Children's learning in the classroom from preschool through third grade. Links between oral language and literacy development including home, school, and community as sources of influence. Advanced qualitative and quantitative methods including HLM.

**\*BARBARA FOORMAN, Ph.D.**

*The University of California, Berkeley, Francis Eppes Professor of Education and Director of FCRR.*

Research and Teaching Interests: Reading and language acquisition and development, assessment of reading and reading interventions.

**YOUNG-SUK KIM, ED.D.**

*The Harvard University, Assistant Professor.*

Research and Teaching Interests: Language and literacy development processes for c preschool aged to primary grade English- and Korean-speaking children, monolinguals and English language learners.

**\*BARBARA C. PALMER, Ph.D.**

*The Florida State University, Professor.*

Research and Teaching Interests: Language and literacy development through storytelling, reading assessment and evaluation, reading comprehension and figurative language interpretation, and adult/family literacy. See <http://garnet.fsu.edu/~bpalmer>

**\*CAROLYN L. PIAZZA, Ph.D.**

*The University of Pittsburgh, Associate Professor.*

Research and Teaching Interests: Written composition, language and literacy education, children's literature, and sociolinguistics.

**RAMONA T. PITTMAN, Ph.D.**

*Texas A & M University, Assistant Professor.*

Reading and Teaching Interests: Language and literacy education; comprehension, spelling, and writing for adolescents and struggling readers.

*\*Holds doctoral directive status*

APPENDIX A

**COE PROGRAM PLANNING HANDOUT  
FOR SPECIALIST IN EDUCATION STUDENTS**

**Florida State University**

*Graduate Coordinator  
Office of Academic Services  
College of Education*

*Voice: (850) 644-4808  
FAX: (850) 644-6868  
E-Mail: [hodgins@coe.fsu.edu](mailto:hodgins@coe.fsu.edu)*

108 Stone Building  
Tallahassee, Florida 32306-4460

## MEMORANDUM

TO: Specialist Degree Students College of Education  
FROM: Marcy Driscoll, Professor and Dean College of Education  
RE: Degree program planning for Specialist Students

Welcome to the College of Education! The attached material is designed to assist you in planning the work for your degree, including your academic program of study.

The first thing you are advised to do is become thoroughly familiar with the University Catalog. The sections that you should be most concerned with are the portions dealing with Graduate Studies and the College of Education. In addition, consult with your advisor to obtain information about department policies and requirements.

Follow the directions for planning your degree program as they are stated in these materials. If you have any questions regarding them, contact the Graduate Coordinator, (850) 644-4808.

Deadline dates are mailed out to the College of Education departments, and you are advised to check with your major professor periodically about these dates as they are subject to change. The dates will also be posted on the bulletin boards in the Carothers, Tully and Stone Buildings.

It must be emphasized that preparing and following a correctly planned degree program is the **responsibility of each graduate student**. The major professor, committee members, and the others are eager to give all assistance possible, but the responsibility rests with the student.

## SPECIALIST DEGREE PROGRAM PLANNING CHECK SHEET

1. **Supervisory Committee:** The supervisory committee should be formed within the first semester. When selecting the members of your supervisory committee, be sure you have the consent of your major professor and

department chair. The make-up of the Specialist Supervisory Committee must consist of a minimum of four members. Two members, including the major professor, must be from the major in which the student will receive a degree and have master's or doctoral directive status. In addition, one member must be from another program.

2. **Program of Study:** AN ORIGINAL AND TWO (2) COPIES of the program of study, signed by all committee members and school of teacher education chair must be submitted to the Graduate Coordinator during the first semester of enrollment. (See attached form) It is necessary for the semester and year to be listed in chronological order (past to present) to determine that the university, department and college requirements will be met. When changes are made, the student should have his/her major professor write a memo to the Academic Dean stating these changes. It is the student's responsibility to make sure that he/she has met all degree requirements.

An electronic version of the program of study is available at <http://www.coe.fsu.edu/OAS/support.html#form>. Please download this form and complete it using a word processor.

**Minimum University semester hour degree requirements.**

<b>Course Type</b>	<b>Thesis Type</b>
30 hours total	30 hours total
21 hours must be letter grade	18 hours must be letter grade
6 hours of thesis	

**Limitations:**

- a). Work taken as a special student does not carry graduate degree credit. However, if approved by a student's supervisory committee, up to twelve (12) semester hours of "B" or better may be used. This is done on the program of study.
- b). Work taken more than seven (7) years prior to graduation may not be

used toward the degree.

- c). Credit hours for courses with grades C- or below will not apply toward the degree, but are computed in the graduate grade point average (GPA).
- d). The maximum number of 4000 level hours, which may be included in the program of study, is six (6) hours.
- e). For transfer credit, maximum six (6) semester hours, official transcripts must be submitted to Transcript and Evaluation along with a posting memo obtained from the departmental secretary or from Transcript and Evaluation, 3900A University Center.
- f). Supervised research credit: maximum three (3) semester hours.
- g). Supervised teaching credit: maximum three (3) semester hours.
- h). Thesis hours: minimum six (6) semester hours.

1. **Course-Type Programs:** Students must be registered for specialist comprehensive exams before they will be permitted to take them. Students registered for comprehensive exams should receive clearance from the Graduate Coordinator in 108 Stone.

2. **Thesis-Type Programs:**

- a) Thesis – A copy of the **Guidelines and Requirements for Thesis Writers** should be picked up from the Graduate Research Office, 408 Westcott. A rough draft of the thesis should be given to each committee member at least **four (4) weeks** prior to the defense. A final copy should be in the hands of the committee **two (2) weeks** prior to the defense and **MUST** also be given to the department chair.
- b) Defense of thesis – Follow all the steps in the **Final Term Check List** in this package.

3. **Graduation:** Application for diploma must be made in the Office of Records and Registration during the **FIRST TWO WEEKS** of the semester in which graduation is planned. A Final Term Clearance Form will be given to the student at that time for each degree. Notify the Graduate Coordinator if you do not plan to graduate during the semester for which you have applied. A reapplication fee may be charged if graduation is postponed.

4. A Final Term Check List is included for your assistance.

**FLORIDA STATE UNIVERSITY COLLEGE OF EDUCATION**  
**Program of Study – Specialist’s Degree**

**Contact Information**

Name: _____	Social Security Number : _____
Home Phone: _____	Business Phone: _____
Department: _____	Major: _____



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**Subtotal**

--

**Transfer Courses (See Department for Graduate Transfer Credit Form)\*\***

Prefix and No.	Descriptive Title	Semester Hours	Year and Semester Taken*
<b>Subtotal</b>			

**PROCEDURES OF THE PROGRAM OF STUDY**

The student obtains his/her Program of Study form from the School of Teacher Education or from the Office of Academic Services and Intern Supervision (OASIS) (108 Stone). The Master's form is green, the Specialist form is yellow and the Doctoral form is blue. The student should complete the Program of Study form within the first semester of graduate work. The student should not

be given the reference number for comprehensive examination unless there is a Program of Study on file with the department.

The student fills out the form, listing transfer and special student hours separately on the back. The student types the names of their committee members on the back and then obtains signatures of the committee members.

Then the student makes two (2) copies of the form and submits the original and two copies to the department graduate coordinator.

The graduate coordinator needs to check the Program of Study for the following items:

- If the student has listed special student hours, the coordinator must check that they do not exceed twelve (12) hours and that the student received the grade of a "B" or better for each course.
- If the student has listed transfer hours, the student must submit transcripts from that institution where the hours were taken. The graduate coordinator must fill out a graduate transfer credit form and submit it with the transcripts (with the courses circled in red) to the Evaluation Section of the Admissions Office. A copy of this form must also be placed in the student's file.
- All coursework listed on the Program of Study must have been taken within seven (7) years in order for the student to count it towards the degree.

Once the graduate coordinator checks for these items, he/she then obtains the signature of the School of Teacher Education Chair on the original (the copies can be stamped). Then a copy should be made for the student file and the original and two (2) copies should be forwarded to Office Academic Services and Intern Supervision(108 Stone) for the Dean's signature.

When OASIS returns the copies of the Program of Study (after they have preceded it), one copy should be placed in the major professor's box and the other copies should be placed in the student's file.

#### **POLICIES AND PROCEDURES**

Admission to regular graduate standing must be completed.

Committee established by mutual consent of student/major professor/ and School of Teacher Education Chair.

For specialist program a minimum of three members is required. All members must have master's or doctoral directive status. Two members, including the

major professor, must be from the major in which the student will receive a degree.

\*Must receive "B" or better in each course taken as a special student in order to receive credit toward the specialist degree.

\*\*Official transcripts must be attached to receive credit.

\*\*\*List all courses in chronological order (past to present).

# APPENDIX B

## GRADUATION CHECKLIST

### SPECIALIST DEGREE FINAL TERM CHECK LIST

#### **Graduation**

1. File application for diploma. This is done in the Office of Records and Registration, Graduation Section, 3900A University Center, during the first two weeks of the semester. At that time, the Final Term Degree Clearance

Form is given to the candidate. Follow the steps as indicated on the Final Term Degree Clearance. The Cashier's stamp must be affixed before requesting signatures from your major professor or department chair.

2. Thesis students should pick-up from the Final Clearance Advisor, 408 Westcott, a packet of graduation forms and a copy of the **University Clearance Guidelines**. All fees relating to the packet of graduation forms must be paid at the Cashier's Office before the defense.
3. If you have not registered for Comprehensive Exams/Thesis Defense, this should be done before the end of the second week of the semester. If you have registered for exams or defense in a previous semester and received an incomplete (I) **do not register for it again**.
4. If you intend to participate in commencement exercises, arrange for cap and gown through the University Bookstore.

#### **After Defense of Thesis**

1. Submit the following for final approval **to the department chair**. **One full-week must be allowed for this process:**
  - a. A signed copy of the COE Thesis Defense Clearance and Results form
  - b. The Final Term Degree Clearance form, stamped by the Cashier's Office and signed by the major professor and department chair.
  - c. Three (3) complete copies of the thesis signed off by committee members.

#### **Please note:**

*At least one of the title pages presented to the Final Clearance Advisor must have original signature (black ink only). Signatures by proxy are ILLEGAL.*

2. Return the following **to the Graduate Coordinator:**
  - a. Defense Clearance/Results form signed by committee members, and
  - b. The Final Term Degree Clearance Form for the academic dean's signature.
3. Deliver the following **to the Final Clearance Advisor**, 408 Westcott, no later than 4:00p.m. of the published deadline date for clearance. **Absolutely no**

**exceptions will be given.**

- a. Three (3) complete copies of the thesis (one title page must have original signatures).
- b. The Final Term Degree Clearance Form with all steps completed and fully signed off.

### **After Comprehensive Exam**

Exam Results form should be submitted to the Graduate Coordinator, 108 Stone

## **PROCEDURES OF COMPREHENSIVE EXAMINATIONS**

The process of comprehensive examinations begins when the student calls the graduate coordinator, Leigh Brown, [lbrown@coe.fsu.edu](mailto:lbrown@coe.fsu.edu), for the **reference number**. The graduate coordinator keeps a notebook, which lists the reference numbers for the comprehensive examinations. A separate section is set up for each major professor.

When the student calls for the reference number, the coordinator must make sure that a Program of Study has been submitted. If there is no **Program of Study** in the student's file, then the student must submit the Program of Study before he/she can be given the reference number.

If the student has a Program of Study on file, the coordinator then gives the student the reference number. You can then schedule for your comprehensive exams.

**The exam will be take-home.** You and the major professor can negotiate which questions (and how many ) (depending on the nature of the question) You should inform committee members of the comprehensive.

The student should check the following website to find out the dates set aside for comprehensives: <http://www.coe.fsu.edu/OAS> (you can also access this information by going to the COE website, and following the path "information for students>academics> and graduate support). **Students are responsible for making certain that they have at least one month before the comprehensive exam deadline for writing and for giving faculty time to read and evaluate the exam. You should check the registrar's office to be sure you finish up in time for meeting comprehensive exam and graduation deadlines.**

You will have *two weeks* to complete the comprehensive exams. Once the student is finished, he/she must make three packets of the response (one for each committee member and one for the student file). A question must be attached to each response. The student will give these packets to the advisor to distribute. The advisor types the results form to each of the three packets (highlighting the appropriate professor's name for each packet). The examinations are placed in the professors' boxes with a memorandum stating when they should be returned. A list should be kept by the advisor indicating which examinations have been distributed and to whom.

When the results are returned, the advisor checks it off on the list. Once all three responses are checked off for a student, Leigh Brown is to be notified with the results. If the student has passed, she will attach a clearance form to the result sheets for the major professor's signature (both copies of clearance form must be signed). One copy of the signed clearance form and a copy of any comments are placed in the student's file. Leigh Brown will forward another copy to the Office of Academic Services and Intern Supervision (OASIS).

The student contacts the advisor about three weeks after the examination is

taken. The committee members will not inform the students of their results.

**SCHOOL OF TEACHER EDUCATION FACULTY AND  
STAFF**

**PROCEDURES FOR PROCESSING PRELIMINARY AND  
MASTER'S COMPREHENSIVE EXAMINATION**

1. The graduate advisor will establish an examination file for each student who registers for master's comprehensive examination or doctoral preliminary examination. Examination questions from the major professor will be placed in an examination file of each student.
2. The take-home exam will be completed within a specified time. After examination has been completed, a copy will be circulated to each committee member with a place for comments and a due date.
3. After committee members have read the examinations, and their evaluations have been provided to the advisor, students will be able to obtain results.
4. Decisions regarding notification of student's results are left to the discretion of the major professor.

**FLORIDA STATE UNIVERSITY  
SCHOOL OF TEACHER EDUCATION  
Reading and Language Arts Program**

**COMPREHENSIVE EXAMINATION RESULTS FORM**

DATE: \_\_\_\_\_

TO: \_\_\_\_\_  
Major Professor

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

FROM: \_\_\_\_\_

RE: Written examination of \_\_\_\_\_  
(Name of Student)

FOR: \_\_\_\_\_ Preliminary examination for the Ph.D. or Ed.D.  
\_\_\_\_\_ Comprehensive examination for Specialist Degree  
\_\_\_\_\_ Comprehensive examination for Masters Degree  
\_\_\_\_\_ Other

As a member of this student's Supervisory Committee, your evaluation of this examination is required. Please indicate your response below, return this form to the major professor. The **CLEARANCE AND RESULTS FORM** will be submitted to you for your signature upon receipt of this form.

COMMENTS:

\_\_\_\_\_ PASS  
\_\_\_\_\_ FAIL  
\_\_\_\_\_ ADDITIONAL  
WORK NEEDS TO  
BE COMPLETED  
AND/OR  
ANOTHER  
EXAMINATION  
ADMINISTERED  
\_\_\_\_\_ OTHER

\_\_\_\_\_  
SIGNATURE

**MEMORANDUM**

DATE:

TO: Students Taking Comps

FROM: \_\_\_\_\_ (Major Professor)

RE: Procedures upon Completion of Comps

Once you have completed your comps there are several steps to prepare them to be sent on to your committee members. Please complete the following:

1. Make three copies of your responses.
2. Using the 3 copies and the original, make four packets of materials. Be sure to include a copy of each response and the corresponding question in each of the packets.
3. Return one packet to your file. Attach one of the green sheets from your file to each of the remaining packets. Give these to the major professor. She will distribute them to your committee.

Please contact your major professor in approximately three weeks for results. Please note that the committee members cannot give out results. However, please let the major professor know if she can be of any assistance.

Good Luck!

# **APPENDIX C**

## **INFORMATION FOR CERTIFICATION**

**JUST A REMINDER...**

**STATE OF FLORIDA  
DEPARTMENT OF EDUCATION**

**TEACHER CERTIFICATION TESTING**

Since 1980, Florida's teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has

consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified.

“The subject area knowledge that is tested on the Reading K-12 examination was identified and validated by committees of content specialists from within the state of Florida.” [Excerpt Taken From the Study Guide for the Florida Teacher Certification Examination, READING K-12, p. 1]

If you would like further information on the certification test please write to:

Bureau of Educator Certification  
Suite 201, Turlington Building  
325 W. Gaines St.  
Room 201  
Tallahassee, FL 32399  
1-800-488-8198  
[edcert@fldoe.org](mailto:edcert@fldoe.org)  
<http://www.firn.edu/doe/sas/ftcehome.htm>

For study guides and test preparation information, go to <http://www.cefe.usf.edu/mainfront.aspx>. Study guides cannot be purchased online, only through the mail (or over the phone with a credit card.) Following is the address and telephone number to contact:

FTCE/FELE-USF      University for Business      10500 University Center  
Drive      Suite 100      Tampa, Florida 33612      Telephone: (813) 974-2400

**For more information about certification requirements, go to  
<http://www.fldoe.org/edcert/>**

**6A-4.0291 Specialization Requirements for Certification in Reading (Grades K-12)--Academic Class.**

- (1) Plan One. A master's or higher degree with a graduate major in reading, or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in

reading to include the areas specified below:

- (a) Six (6) semester hours in foundations of reading instruction to include the elementary and secondary levels,
- (b) Six (6) semester hours in diagnosis of reading disabilities and techniques of corrective or remedial reading,
- (c) Three (3) semester hours in educational measurement,
- (d) Three (3) semester hours in literature for children or adolescents,
- (e) Three (3) semester hours in methods of teaching language arts at the elementary or secondary level,
- (f) Three (3) semester hours in administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically-based reading research for the prevention and remediation of reading difficulties, and
- (g) Three (3) semester hours in a supervised reading practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically-based reading research to address the prevention, identification, and intervention of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented 231.02, 231.145, 231.15, 231.17 FS. History - New 7-1-90, Amended 7-30-2002.

**For more information about reading endorsement requirements, go to <http://www.justreadflorida.com/endorsement/>**

**6A-4.0292 Specialization Requirements for the Reading Endorsement --- Academic Class.**

- (1) A bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage, and
- (2) Fifteen (15) semester hours in reading coursework based upon scientifically-based reading research with a focus on both the prevention and remediation of

reading difficulties to include the areas specified below:

- (a) Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;
- (b) Three (3) semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;
- (c) Three (3) semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically-based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and
- (d) Three (3) semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically-based reading research to address the prevention, identification, and remediation of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15(1), 231.17(6) FS. History - New 7-30-2002.

# Appendix D

## Comprehensive Exam Preparation

### **Some General Thoughts about our Overall Mission**

Generally, we will want our graduate students to understand the interdisciplinary nature of literacy and that no one field, including ours, “has the answer.” For this reason, they should learn to read across fields, including but not limited to psychology, sociology, economics, anthropology, and medicine. They should understand the different lenses that are used to view classroom literacy instruction – developmental, cognitive, sociocultural, philosophical, critical theory – and what each highlights and overlooks.

Our graduate students should feel comfortable with the idea that, as teachers, they hold a clear responsibility for how well their students learn (or don’t), that student

assessments can be a useful guide to instruction, and that research matters. We will have succeeded if they can flexibly apply the skills they learn in our classrooms to the fast evolving world of literacy instruction, including the changing definition of literacy.

### **Guidelines for Preparing**

Before taking the exams a student should...

1. Be conversant with the most recent reading research
2. Read, critique, and use primary sources (i.e., journal articles) to gain new knowledge
3. Consider the sociocultural influences on reading
  - Achievement gap
  - Poverty
  - Home and Parenting
4. Be familiar with current policy issues and meta-analyses
  - Reading First
  - No Child Left Behind
  - New IDEA – response to intervention
  - Writing Next
  - Reading Next
5. Understand reading models/theories – historical and current – and implications for practice and research
  - a. Simple model of reading
  - b. Developmental models
  - c. Ecological models
  - d. Schema theory and other cognitive model
  - e. Sociolinguistic models
  - f. Connectionist models
  - g. Psycholinguistic grain size theory of reading
6. Be conversant with other educational topics including
  - a. Working with teachers
  - b. Working with parents
  - c. Working with administration
  - d. Working with literacy coaches
7. Be aware of other academic disciplines and how to work with them – and how they work
  - a. Special education
  - b. Early childhood
  - c. Speech-language pathology
  - d. Psychology
  - e. Sociology & social work
  - f. Medical

- g. Other
- 8. Be aware of the purposes different types of assessment, how to use assessment to guide practice and identify student reading difficulties, and test theory – classic and modern
- 9. Understand when to refer a child to a different discipline (e.g., medical) for more help

### **PART 1: Core Knowledge that All our Students Should Know**

1. Discuss linguistic, cognitive and social / affective factors that influence how students learn to read/write. Be sure to include in your discussion:
  - a. The influence of the writing system (e.g., alphabetic)
  - b. Socio-cultural factors
  - c. Instructional factors
2. Read the attached research article (to be provided the day of the exam). Critically review this paper with regard to:
  - a. Underlying theory and assumptions
  - b. Research questions
    - i. Are they important to ask and why
    - ii. Have the authors “made the case” for their questions in the introduction? If so, how; if not, why not?
  - c. Research design
    - i. Will the research design permit them to answer their questions?
    - ii. Also consider participants, procedures, assessments, and analytic strategy
  - d. Results
  - e. Implications for students and practice in the classroom
3. What causes reading disabilities? Be sure to include the a discussion of the research support for the following potential causes:
  - a. Neurological factors
  - b. Genetic factors
  - c. Environmental factors including instruction

### **PART II: Critical Knowledge in Areas of Specialization**

#### **Research and Theory**

1. Explain the major contribution, theoretical stance, and instructional method or research of at least three important scholars in the field (see contributor list following questions). Explicitly describe how this body of research has influenced literacy instruction in the classroom.
2. Discuss reading-writing relationships. Explain the nature and extent to which reading and writing share similar linguistic, cognitive, and social resources (e.g., text structures, learner processes, interventions, and assessments). Consider the transaction between reader, author, purposes, instruction, learner strategies, processes, and texts.
3. Review and discuss research related to emergent reading and writing that has been published within the past 5 years. Cite relevant articles and books and explain their relevance to instructional practice.
4. What guidelines does research provide for the teaching of written composition and what practices can be recommended in teaching writing to elementary and secondary students?
5. Define reading and how it is assessed at different stages of reading development. Be sure to include the following points in your discussion
  - d. How listening comprehension relates to reading comprehension
  - e. How oral reading fluency relates to reading comprehension
  - f. How reading accuracy relates to reading comprehension
6. Gough and Hillinger (1980) describe reading as an “unnatural” act. Explain what they mean and provide research support for their statement.
7. Critique and explain studies that "should not have been", such as Washburne and Morphett, that impacted how we teach reading (magic age of 6.5 yrs. for instruction).
8. Review advances in writing research over the last 15 years. This review might focus on any of the following: process, the text, writing development, methods of research, or instructional advances. For example, you might trace the development of research on writing as a cognitive and social process, considering both intellectual currents and societal forces such as the literacy crisis of the day.
9. Compare and contrast various theories about how children learn. Discuss the implications of these theories for the classroom teacher.
10. Explain an interactive model of reading and why bottom-up or top-down theories are insufficient.

11. Critically evaluate whether a program or instructional method is empirically validated and can be called “scientifically based.”
12. Read a description of a struggling reader, including assessment data, and diagnose the main area of difficulty and explain several teaching methods to address that area.

### **Development**

1. Describe emergent literacy and why it is important.
2. Name and explain Ehri’s developmental phases of word reading.
3. After reading a description or seeing assessment data, identify and justify the correct stage.
4. Describe links between reading and writing (e.g., acquisition and development, text structures, processes, vocabulary/ word choice, encoding and decoding, comprehension and composing, fluency). Cite research and theory to support these views and discuss implications for instruction.
5. Describe similarities and differences between oral and written language along several dimensions such as acquisition and development, purposes, response, contextualization, and other linguistic features such as encoding/decoding, syntax, production. Cite research and theory to support these views and discuss implications for instruction.
6. Explain theories of language acquisition and the course of language development. Discuss, in particular, innate versus learned perspectives in language acquisition and development and the extent to which there is a critical period of acquisition of a native language.

### **Curriculum and Policy Development**

1. Design a year-long, research-based curriculum in literature for a self-contained fourth grade classroom. Discuss the themes, organization, objectives, methods, etc. that you would incorporate into this curriculum. Demonstrate the ways that this curriculum might connect to other content area subjects.
2. Identify ten current trends and/or policy issues in reading and language arts. Select two of these issues/trends and discuss their research base in detail. Cite sources to support your response.
3. List and describe current trends in the K-12 curriculum. Suggest at least three trends that are general and that “cut across” the curriculum and then

discuss curricular trends in two content areas. Explain the research base for these trends. Be as specific as possible. Cite resources where appropriate.

### **Assessment**

1. Identify when you would use what test with what child.
  - a. Norm referenced
  - b. Criterion referenced
  - c. Curriculum based
  - d. Progress monitoring
  - e. Summative versus formative
  - f. Screening
  - g. Diagnostic
  - h. Outcome
2. What informal measurement tools and techniques are suitable for assessing student growth in reading and language arts? The use of tests to assess reading achievement and to diagnose reading difficulties has a long-standing tradition in the field. Discuss current trends in testing. Review two works that advocate the use of tests.
3. Select a diagnostic battery that could be used for an upper elementary or secondary student who is unable to read. Explain the reasoning behind your choice. Discuss the variety of ways that experts assess writing. Identify criteria used to define "good" writing and the instruments and systems used to assess it.
4. What factors should be taken into account when evaluating oral or written language? List 5-7 factors and describe these in detail.
5. Portfolios offer students and teachers an opportunity to collaborate in the assessment process. Discuss the types of student portfolios being used in reading-writing classrooms, the possible contents of each, and the ways individuals reflect on and analyze portfolio. How can portfolio assessment be used to show student literacy growth and improve teaching?
6. Select and describe a diagnostic battery (be sure to include a standardized test) that could be used for an upper elementary-aged or high school age student who is unable to read. Explain the reasoning behind your choices.
7. What formal or informal measurement tools and techniques are suitable for assessing student growth in reading and language arts? Why?

### **Instruction**

1. Name and describe all five areas of reading instruction identified by the National Reading Panel. Explain how each area is necessary for proficient reading or how the lack of the area causes problems for readers.
  - a. Explain how each area is necessary for proficient reading or how the lack of the area causes problems for readers
  - b. Explain how to provide explicit, systematic instruction in each of the five areas in order to provide differentiated instruction to K-12 students in an organized and integrated fashion. Provide research evidence to support your choices.
2. What role can “the arts” play in literacy programs, and how can students display competence through literacy and the arts? Consider, for instance, how drawings, visuals, and artwork might be used in writing or reading. Or how features of music and sound (e.g. rhythm, stress, prosody, and expression in poetry, in predictable books, or in fluency) can be integral to language learning. Think also about the role of “the arts” (drawings, sound, movement, drama – role playing, readers’ theater or technology) for addressing multiple learning styles and individual needs, particularly with non-native speakers.
3. Identify and discuss three oral language activities in the classroom that promote academic language. Discuss how to structure classroom social interaction so that oral language can be used to serve several functions; including that of enhancing listening and reading comprehension.
4. Discuss related research and recommend practices for using books with preschool-aged and kindergarten children. You may include oral activities such as reading aloud as well as beginning experiences with print.
5. How can you, as an elementary classroom teacher, enable your students to learn through the process of readers’ theater? Discuss how you would use drama as a teaching technique, what role storytelling could play in creative drama activities, and why these strategies would benefit your students in learning to read and write.
6. Student response is considered an important component in the teaching of literature, reading, and composition. Select two works from each of these areas (literature, reading, and composition) and discuss views of response. Describe the role of response in instruction and its importance to comprehension and the production of written language.
7. With a hypothetical adult learner in mind (please create), describe how process-based writing could be implemented in the learning environment to promote writing outcomes. In your answer, begin by letting the reader know that you have a clear understanding of process-based writing instruction. Also, discuss how process-based writing addresses the research supporting the integration of reading and writing instruction and its relation to literacy outcomes.

8. Today, technology is commonly used in schools for the delivery of instruction. Discuss how this technology has affected the teaching and learning of reading and/or language arts.
9. Identify and discuss the educational benefits of a storytelling program in today's learning environment. Please make sure that you include the following in your response:
  - references to research related to language and literacy development through storytelling
  - the value of integrating technology and storytelling in today's classroom
  - an example of how you might use storytelling as a vehicle for multicultural education
10. Describe "Individualized Student Instruction," the research supporting its use (or not), and how this kind of instruction might be implemented in the classroom.
11. Describe "Individualized Student Instruction," the research supporting its use (or not), and how this kind of instruction might be implemented in the classroom.
12. Describe the types of teacher mastery necessary in the several areas of language: phonological awareness, morphosyntactic awareness, alphabetic principle, etc. (i.e., teacher knowledge test of Mather et al.)
13. Identify the major cues readers use while reading.
14. Provide a historical perspective of reading or writing instruction. Use both classic and current works to trace this history.
15. Compare and contrast the viewpoints of Frank Smith and Ken Goodman with current scientific views on how children learn to read.
16. Compare and contrast two major reading theories (for example, Kintsch's situation model) and explain the significance of these theories for reading instruction.
17. Define what is generally meant by "balanced approach" to teaching. Describe procedures and techniques you would expect to find being used in the balanced approached learning environment. Is there empirical evidence to support a "balanced approach"?

18. Phonics versus meaning based approaches to reading have been hotly debated in the field of reading. Describe and discuss three works that present evidence relevant to this debate.
19. Compare views on the teaching of reading today with those espoused by Huey in 1908.
20. Select two authors from the reading list and discuss their points of view about the teaching of reading or the language arts.
21. Discuss what is known about young children's early writing development and their emerging concepts of writing (for example, concepts of print, invented spelling, writing processes, and use of oral language). How can an understanding of children's writing development guide the classroom teacher in providing optimal learning experiences for young writers?
22. Recently there have been many recommendations at the state and the national levels concerning the education of teachers and the means to attract and retain good teachers in the profession. Discuss these two issues with respect to reading/language arts instruction.
23. Discuss the role of children's literature in a reading program. Specifically, discuss how you might teach phonemic awareness, phonics, fluency, vocabulary, and comprehension using picture and/or chapter books. In each section, begin by defining and explaining each of the reading components. Then specify particular strategies within these areas that you wish to address and show how the book or books become mentor texts for teaching reading. Specify the teaching strategy or classroom activity/format you would use (e.g., direct instruction, read-aloud, modeling, guiding reading, QAR, literature circles). Create an annotated bibliography of books for teaching reading.
24. Discuss how you would use children's literature in the writing program. Select quality children's books that are exemplars for each of the six traits of writing (including content, organization, voice, sentence structure, word choice, and conventions) and explain how you would use the book to teach skills or strategies for each trait of writing. Be sure to include any writing prompts you might use and explain at what points in the writing process you would use the literature and for what purposes. Finally, explain why literature is a good mentor text for teaching writing. Create an annotated bibliography of books for teaching writing.

## **Diversity**

1. Using correct, parent-friendly language, explain what reading disabilities are; what the cause of RD is; and characteristics of people with RD.
2. Identify common difficulties in development of each of the major reading components.
3. Explain common difficulties ELLs have in acquiring literacy in English. Explain the role of cross-language transfer of metalinguistic skills and how to build on that in instruction
4. Identify two research-based teaching strategies that might be used in a remedial reading program and describe two empirically based sets of materials that could be used in such a program.
5. Discuss the various approaches to second language instruction. Which one is best supported by research?
6. What factors are relevant to acquiring a second language?
7. Describe factors that relate to language differences (including dialect variation, bilingualism, second language acquisition) and how they relate to reading language arts instruction.
8. Educators face the challenge of teaching increasing numbers of students who are culturally and linguistically diverse. Explain the influence of sociolinguistic factors on reading /language arts instruction

Following is a contributor handout to prepare for the exam.

### **Fundamental Knowledge of Major Contributors to the Field and Their Research**

*If we see further today, it is simply because  
we stand on the shoulders of giants.*

Isaac Newton

It is important for all scholars to have a basic understanding of the major contributors to our field in order to know where we have come from and how our new knowledge is built on their foundation. To this end, every student in our program is expected to be familiar with the work of the following major contributors to the field of Reading and Language Arts. Many of the thinkers and their major works will be included in course work; however students are still responsible even if the contributors are not covered in class.

## Pioneers and General Theorists (1900s to 1940s)

Contributor and Area of Emphasis	Representative Work(s)
<b>Edmund Burke Huey</b> Comprehensive foundation for theory/practice; reading fluency; psychological influence	Huey, E.B. (1908). <i>The psychology and pedagogy of reading</i> .
<b>John Dewey</b> Cognition	Dewey, J. (1910). <i>How we think</i> . Lexington, MA: D. C. Heath. Dewey, J. (1938). <i>Experience and education</i> . New York: Touchstone.
<b>Edward L. Thorndike</b> Link between reading and reasoning	Thorndike, E. L (1910). The contribution of psychology to education. <i>The Journal of Educational Psychology</i> , 1, 5 – 12. Thorndike, E.L. (1971). Reading as reasoning: A study of mistakes in paragraph reading. <i>Reading Research Quarterly</i> , 6(4), 1971 reprint of original 1917 article, 425-434.
Jean Piaget Development of language	Piaget, J. (1926). <i>Language and thought of the child</i> . New York: Routledge.
<b>Lev Vygotsky</b> Zone of Proximal Development; Child Development	Vygotsky, L. (1985). <i>Thought and language</i> . Cambridge, MA.: The MIT Press. Vygotsky, L. (1980). <i>Mind in society: The development of higher psychological processes</i> . Cambridge, MA: Harvard University Press.
<b>Emmett A. Betts</b> Remediation; framework for reading instruction	Betts, E. A. (1936). <i>Prevention and correction of reading disabilities</i> . New York: Row, Peterson, & Company.
<b>Louise Rosenblatt</b> Reading Response Theory; reader-text transactions	Rosenblatt, L. (1938). <i>Literature as exploration</i> . New York: Appleton – Century.
<b>Guy Bond</b> Secondary reading instruction	Bond, G. L. & Bond, E. (1941). <i>Developmental reading in high school</i> . New York: Macmillan.
<b>William S. Gray</b> Secondary reading instruction	Gray, W. S. (1948). Reading in the high school and college, <i>Forty-Seventh Yearbook, Part II, of the National Society for the Study of Education</i> .

## Early Contributors (1950s to 1980s)

Contributor and Area of Emphasis	Representative Work(s)
<b>Rudolph Flesch</b> Phonics	Flesch, R. (1955). <i>Why Johnny can't read</i> . New York: Harper & Row.
<b>M.J. Early</b> Every teacher a teacher of reading	Early, M. J. (1957). What does research reveal about successful reading programs? In M.A. Gunn et. al (Eds.) <i>What we know about high school reading</i> . Champagne, IL.: National Council of Teachers of English.
<b>Kenneth Goodman</b> Whole language; psycholinguistics; miscue analysis	Goodman, K. S. (1965). A linguistic study of cues and miscues in reading. <i>Elementary English</i> , 42, 639-643. Goodman, K.S. (1967). Reading: A Psycholinguistic Guessing Game. <i>Journal of the Reading Specialist</i> , 6(4), 126-135.
<b>Arthur I. Gates</b> Reading assessment	Gate, A.I. & MacGinitie, W.H. (1965). <i>Gates-MacGinitie reading tests</i> . New York: Teachers College Press. Also available in 2005
<b>Jeanne Chall</b> Theories of reading development; reading instruction	Chall, J. S. (1967). <i>Learning to read: The great debate</i> . New York: McGraw-Hill. Chall, J. S. (1989). Learning to read: The great debate twenty years later. A response to "Debunking the great phonics myth." <i>Phi Delta Kappan</i> , 71, 521-538.
<b>H.L. Herber</b> Secondary reading instruction	Herber, H. L. (1970). <i>Teaching reading in content areas</i> . Englewood Cliffs, N.J.: Prentice-Hall.
<b>James Kinneavy</b> Writing across the curriculum	Kinneavy, J. (1971). <i>A theory of discourse: The aims of discourse</i> .
<b>Janet Emig</b> Writing Process in Secondary	Emig, J. (1971). The Composing Process of Twelfth Graders. <i>National Council of Teachers of English</i> .
<b>Mortimer Adler</b>	Adler, M. J. & Van Doren, D. (1972). <i>How to read a book</i> . New York: Touchstone.
<b>James Gray</b> Writing	Bay Area Writing Project (1973). University of California, Berkeley.
<b>Donald Graves</b> Writing	Graves, D. (1973). <i>Children's writing: Research directions and hypotheses based upon an examination of the writing process</i> . Graves, D. (1994). <i>A fresh look at writing</i> . Portsmouth, N.H.: Heinemann.
<b>S. Jay Samuels</b> Automaticity theory of reading fluency; repeated readings	LaBerge, D., & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. <i>Cognitive Psychology</i> , 6, 293-323. Samuels, S.J. (1979). The method of repeated readings. <i>The Reading Teacher</i> , 32 (4), 403-408.
<b>James Britton</b> Writing	Britton, J. (1975). <i>The development of writing abilities</i> . London: Penguin Books.
<b>Jerome Bruner</b> Language acquisition	Bruner, J. (1975). The ontogenesis of speech acts. <i>Journal of Child Language</i> , 2.

<b>Charles Read</b> Children's speech; spelling	Read, C. (1975). <i>Children's categorization of speech sounds in English</i> . Arlington, VA: ERIC Clearinghouse on Language and Linguistics.
<b>Charlotte Huck</b> Children's literature	Huck, C. (1977). <i>Literature as the content of reading</i> . New York: McGraw-Hill.
<b>Delores Durkin</b> Early Literacy	Durkin, D. (1979). <i>Teaching Them to Read</i> . New York: Allyn & Bacon.
<b>Donald Holdaway</b>	Holdaway, D. (1984). <i>The foundations of literacy</i> . New York: Scholastic.
<b>Linda Flower</b> Writing	Hayes, J.R., & Flower, L.S. (1980). Identifying the organization of writing processes. In L.W. Gregg & E.R. Steinberg (Eds.), <i>Cognitive Processes in Writing</i> (pp.3-30). Hillsdale, NJ: Erlbaum.
<b>Jim Cummins</b> ESOL; BICS and CALP; CUP	Cummins, J. (1981). The role of primary language development in promoting education success for language minority students. In California State Department of Education (Ed.), <i>Schooling and Language Minority Students: A Theoretical Framework</i> , 3 - 49.
James Squire Children's Literature	Squire, J. (1983). <i>Composing and comprehending: Two sides of the same basic process</i> . Washington, D.C.: National Academy Press.
<b>Annemarie Palincsar</b> Reading comprehension; strategy instruction; Reciprocal Teaching	Palincsar, A.S. & Brown, A.L. (1984) Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. <i>Cognition and Instruction</i> , 2, 117-175.
<b>Arthur Applebee</b> Writing	Applebee, A. (1984). <i>Contexts for learning to write: Studies of secondary school instruction</i> . Westport, CN: Ablex Publishing Co.
<b>Marie Clay</b> Emergent Literacy; strategy instruction; Reading Recovery	Clay, M. M. (1984). <i>Observing the young reader</i> . Auckland, New Zealand: Heinemann. Clay, M. M. (1991). <i>Becoming literate: The construction of inner control</i> . Portsmouth, NH: Heinemann.
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<b>Keith Stanovich</b> Theories of reading; Matthew Effect	Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i> , 21, 360-406.
<b>William Teale &amp; Elizabeth Sulzby</b>	Teale, W. & Sulzby, E. (1986). <i>Emergent literacy: Writing and reading</i> . (Writing Research Series, Vol. 6). Ablex Publishing.
<b>Lucy Calkins</b> Writing	Calkins, L. M. (1986). <i>The art of teaching writing</i> . Portsmouth, NH: Heinemann.
<b>Judith Langer</b> Children's Literature	Langer, J. (1986). <i>Children reading and writing: Structures and strategies</i> . Norwood, NJ: Ablex.
<b>Uri Bronfenbrenner</b> Ecological Theory	Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. <i>Developmental Psychology</i> , 22, 723-742.

**Jim Trelease**  
Reading Aloud

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Penguin Press.

## Current Contributors (1990s to present)

Contributor and Area of Emphasis	Representative Work(s)
<b>Charles Read</b> Spelling	Read, C. (1975). Children's categorizations of speech sounds in English. Urbana, IL: National Council of Teachers of English.
<b>Marilyn Cochran-Smith</b> School Language	Cochran-Smith, M. (1984) <i>The Making of a Reader</i> . Norwood, NJ.
<b>Phillip Gough</b> Simple view of reading	Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. <i>Reading and Writing: An Interdisciplinary Journal</i> , 2, 127-160.
<b>Marilyn Adams</b> Connectionist model of reading; synthesis of research on reading development and instruction	<i>Beginning to read: Thinking and learning about print</i> . Cambridge: MIT Press. (1990).
<b>Edmund Henderson</b> Spelling	Henderson, E. (1990). <i>Teaching spelling</i> . Boston: Houghton Mifflin.
<b>Benita Blachman</b> Phonological Awareness; Intervention for struggling readers	Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? <i>Reading Research Quarterly</i> , 26, 49-66.
<b>James Gee</b> School language	Gee, J. P. (1996). <i>Social linguistics and literacy: Ideology in discourses</i> (2 <sup>nd</sup> ed.). London: Taylor & Francis. Gee, J. P., Hull, G. & Lankshear, C. (1996). <i>The new work order: Behind the language of the new capitalism</i> . Boulder, CO.: Westview.
<b>Frederick Morrison</b> Early childhood, Transition to School	Morrison, F. J., Bachman, H. J., & Connor, C. M. (2005). <i>Improving literacy in America: Guidelines from research</i> . New Haven, CT: Yale University Press. Morrison, F. J., Griffith, E. M., & Alberts, D. M. (1997). Nature-nurture in the classroom: Entrance age, school readiness, and learning in children. <i>Developmental Psychology</i> , 33(2), 254-262.
<b>Gentry, J. Richard</b> Spelling	Gentry, J. R. (1996). <i>My kid can't spell</i> . Portsmouth, N. H.: Heinemann. Gentry, J. R. (1992). <i>Teaching kids to spell</i> . Portsmouth, N. H.: Heinemann.
<b>Sally and Bennett Shaywitz</b> Dyslexia; brain imaging	Shaywitz, S. (1996). Dyslexia. <i>Scientific American</i> , 98-104.
<b>Dyson, Anne</b> Emergent writing	Dyson, A. H. (1997). What the children convey: On matters of time, talk and ebonics. <i>The Quarterly</i> , 19(1).
<b>Linnea Ehri</b> Word reading development; connections between reading and writing	Ehri, L. C. (1998). Research on learning to read and spell: A personal-historical perspective. <i>Scientific Studies of Reading</i> , 2, 97-114. Ehri, L.C. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp

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<b>Barbara Foorman</b> Effective early instruction	Foorman, B.R., Francis, D.J., Fletcher, J.M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. <i>Journal of Educational Psychology</i> , 90, 1-19. Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. <i>Psychological Science in the Public Interest</i> , 2 (2), 31-74. Foorman, B. & Connor, C. (in press). <i>Primary grade reading: Handbook of Reading Research</i> . Erlbaum.
<b>Shirley Brice Heath</b> School language	Heath, S.B. (1983). <i>Ways with words: Language, life, and work in communities and classrooms</i> . Cambridge University Press. Heath, S. B. (1998). Working through language. In <i>Kid's Talk, Strategic Language Use in Later Childhood</i> . S. Hoyle & C.T. Adger (Eds.) New York: Oxford University Press, 217 - 240.
<b>Catherine Snow</b> Language development; Synthesis of research on early literacy development and instruction	Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i> . Washington, D. C.: National Academy Press.
<b>Chris Lonigan &amp; Russ Whitehurst</b> Early childhood; Dialogic Reading	Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. <i>Early Childhood Research Quarterly</i> , 13, 263-290.
<b>Elfrieda Hiebert</b> Effects of text on reading development and instruction	Hiebert, E.H. (1999). Text matters in learning to read. <i>The Reading Teacher</i> , 52(6), 552-566.
<b>John Guthrie</b> Reading Comprehension; Motivation	Guthrie, J. T., & Wigfield, A. (1999). How motivation fits into a science of reading. <i>Scientific Studies of Reading</i> , 3(3), 199-207. Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. <i>Journal of Educational Psychology</i> , 96, 403-423.
<b>John Hayes</b> Models of writing as a cognitive-social process	Hayes, John R. (2006). New Directions in Writing Theory in. In MacArthur, C.A., Graham, S. & Fitzgerald, J. (Eds.), <i>Handbook of Writing Research</i> Guilford Press.
<b>Steve Graham</b> Writing and Learning Disabilities	Strategy Instruction and the Teaching of Writing: A Meta-Analysis, In MacArthur, C.A., Graham, S. & Fitzgerald, J. (Eds.), <i>Handbook of Writing Research</i> , pp. 187-208 Guilford Press.
<b>Frank Pajares,</b>	Self-efficacy beliefs in academic settings. <i>Review of Educational Research</i> , 66, 543-578.

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<b>Michael Pressley</b> Comprehension; effective instruction	<p>Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P.B. Mosenthal, P.D. Pearson, &amp; R. Barr (Eds). <i>Handbook of reading research, Volume III</i> (pp. 545-561. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Pressley, M., Wharton-Mc Donald, R., Allington, R., Block, C. C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., &amp; Woo, D. (2001). A study of effective first-grade instruction. <i>Scientific Study of Reading, 5</i>, 35-58.</p>
<b>Joseph Torgesen</b> Phonological Awareness; Reading Fluency; Reading Disabilities; Effective Instruction	<p>Rashotte, C.A. &amp; Torgesen, J. K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly, 20</i>(2), 180 – 188.</p> <p>Torgesen, J. (2000). Individual differences in response to early interventions in reading: The lingering problem of treatment resisters. <i>Learning Disabilities Research and Practice, 15</i>, 55-64.</p>
<b>Connie Juel</b> Longitudinal research; reading development	<p>Juel, C. (1988). Learning to read and write: a longitudinal study of 54 children from first through fourth grades. <i>Journal of Educational Psychology, 80</i>(4), 43-447.</p> <p>Juel, C., &amp; Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. <i>Reading Research Quarterly, 35</i>(4), 498-492.</p>
<b>P. David Pearson</b> Release of responsibility, Schools that beat the odds	<p>Pearson, B. D., &amp; Gallagher, M. C. (1983). The instruction of reading comprehension. <i>Contemporary Educational Psychology, 8</i>, 317-344.</p> <p>Taylor, B. M., Pearson, D. P., Clark, K., &amp; Walpole, S. (2000). Effective schools and accomplished teachers: lessons about primary-grade reading instruction in low-income schools. <i>The Elementary School Journal, 101</i>(2), 121-165.</p>
<b>Lawrence Sipe</b> Early literacy	<p>Sipe, L &amp; Bauer, J. (2001). Urban kindergartner’s literary understanding of picture storybooks. <i>New Advocate, 14</i>(4), 329 – 342.</p>
<b>Isabel Beck</b> Vocabulary	<p>Beck, I.L., McKeown, M.G. &amp; Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: The Guilford Press.</p>
<b>Hugh Catts</b> Early language development; language disorders and dyslexia	<p>Catts, H. &amp; Hogan, T. (2003). Language basis of reading disabilities and implications for early identification and remediation. <i>Reading Psychology, 24</i>, 223-246.</p>
<b>Joanne Carlisle</b> Vocabulary; Morphological awareness	<p>Carlisle, J.F. (2003). Morphology matters in learning to read: A commentary. <i>Reading Psychology, 24</i>, 373-404.</p>
<b>Christopher Schatschneider</b> Individual differences in readers	<p>Schatschneider, C., Fletcher, J.M., Francis, D.J., Carlson, C., &amp; Foorman, B.R. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. <i>Journal of Educational Psychology, 96</i>, 265 – 282.</p>
<b>NICHD-ECCRN group</b> Early childhood through middle school	<p>NICHD-ECCRN. (2002). The relation of global first grade classroom environment to structural classroom features and teacher and student behaviors. <i>The Elementary</i></p>

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<b>Robert Tierney</b>	Tierney, R.J., & Readence, J.E. (2004). <i>Reading strategies and practices: A compendium</i> . (6 <sup>th</sup> ed.). New York: Allyn & Bacon.
<b>Nell Duke</b>	Duke, N. K. (2004). The case for informational text. <i>Educational Leadership</i> , 61(6), 40 - 44.
<b>Diane Lapp and James Flood</b>	Lapp, D. & Flood, J. (2005). Innovation and changes: Reading recovery today. <i>Journal of Reading Recovery</i> , 4(2).

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- (Please see Dr. Palmer's website <<http://garnet.fsu.edu/~bpalmer>> for a complete listing of published journal articles and books).

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