M Ed Two Year Programme

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

Maximum Marks: 100

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

Unit I : Reading: Processes and Purposes
Changing definitions of reading
Purposes and processes of reading (examining reading process with the help of miscue analysis)
New Literacy

Unit II : Engaging with Reading: Reading Comprehension
Definition of reading comprehension
Examining the complex and dynamic processes of reading comprehension: Cognitive theories about how readers construct meaning; strategic reading.
Socio-cultural influences on reading comprehension
Debates related to comprehension instruction
Reading in the content area: text structure and reading strategies
Vocabulary
Reading comprehension in India

Unit III : Engaging with Reading: Response to Literature
Transactional theory of reading
Reading for different purposes: Efferent and aesthetic reading
Socio-cultural aspects of response to literature
Children’s response to literature
Response-based curriculum
Literature instruction in Indian schools

Unit IV : Engaging with Writing
Cognitive process of writing: The view of writing as a problem solving and decision making process.
Planning, transcribing/drafting, and , reviewing/revising; recursive nature of writing
Social aspect of writing: Role of context in writing: purpose, audience, and instructional influence; role and responsibilities of the writing teacher.
Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader
Review of writing instruction in India
Unit V : Reading in the Second Language
Comparing first and second language reading
Biliteracy
Examining second language reading in India

Unit VI : Literacy Assessment
Purposes and processes of literacy assessment
Alternative assessment
Review of current literacy assessment practices in India

Reading List

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


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


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


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
