Catalog Description
Analysis of the process of reading in relation to the physiological, perceptual, cognitive and affective domains.

Rationale
Edmund Burke Huey (1908): “And so to completely analyze what we do when we read would almost be the acme of a psychologist’s achievements, for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all its history” (p. 38).

Objectives
For you who are taking the course
1. To become familiar with some now-“classic” research studies investigating the cognitive aspects of reading and writing and to consider some examples of more recent work.
2. To examine theoretical models of reading and writing and note commonalities and differences.
3. To learn terminology associated with this tradition.
4. To experience process-tracing approaches as a researcher and also as participant.
5. To look into some recently developed ways of thinking about cognition, including situated cognition and embodied cognition, as well as the link that is being made across cognitive science, social cognitive science, and neuroscience.
6. To investigate an issue within the cognitive area that is of interest to you and to produce a scholarly paper on that issue.

Assignments
In addition to participating in class meetings and contributing to discussions, you have three major assignments. One is to collaborate with two other members of the class to lead one of the online “meetings.” In addition, you will complete two substantive written assignments, both of which will be presented orally as well as submitted in written form. One will be a report of a small-scaled process-tracing study, and the other will be an essay presenting a “claim” about some facet of cognition. You might want, for instance, to delve into the cognitive aspects of second language learning, the “expert” knowledge of historians (historical thinking), or the notion of students as creators of knowledge.

Participation: Face-to-Face and Online
The course has been scheduled for the summer as 40 percent online, which means that, for four of our scheduled classes, we won’t meet face-to-face and, instead, will do the coursework, engage with others online, and make written contributions through Learn.

I realize that some of you may have family vacations or professional meetings already scheduled for some of the days when we are scheduled to meet face-to-face. For that reason, my requirement for attendance at our face-to-face meetings is that you be present for five of the six. I hope, however, that you’ll be able to be present for all six. If you are scheduled to be out of town one of the face-to-face days, please let me know at our first class meeting so that we can make arrangements.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, Participation, and</td>
<td>20%</td>
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<tr>
<td>Contributions to Class Meetings</td>
<td></td>
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<tr>
<td>Leadership of an Online Class</td>
<td>20%</td>
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<tr>
<td>Discussion (with two others)</td>
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<tr>
<td>Process-Tracing Study</td>
<td>20%</td>
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<tr>
<td>Cognitive Issue Paper</td>
<td>30%</td>
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<tr>
<td>Occasional Written Responses</td>
<td>10%</td>
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A=90-100 points; B=80-89 points; C=70-79 points; D=60-69 points; F=below 60 points

Note: A "B" is a very good grade. An "A," which means "excellent," is harder to earn. For an "A" you must show that you have gone beyond the minimal requirements, and you must submit all work on time and in polished fashion. In addition, you must show how you have integrated information from the class with relevant and authoritative material that you discovered on your own.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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</thead>
<tbody>
<tr>
<td>June 6</td>
<td>Cognitive Revolution</td>
<td>Spivey (1997, Chs. 2 &amp; 3); Excerpts from Gough (1972); Goodman (1976); Rumelhart (1977); Rumelhart &amp; McClelland; Flower &amp; Hayes (1981); Bereiter &amp; Scardamalia (1986)</td>
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<tr>
<td>June 13</td>
<td>Traditions of Cognitive Research Research to Practice</td>
<td>Spivey (1987); Spivey (1990); Spivey (1997a); Spivey (1997b); N.Nelson &amp; Grote-Garcia (2010); Kim (2008)</td>
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<tr>
<td>*July 18</td>
<td>The Cultural and the Cognitive Online Class Meeting: Discussion of The Intercultural Mind</td>
<td>Shaules (2015:)) Introduction, Chs. 1, 2, 6, 7, 10, 11</td>
</tr>
<tr>
<td>*Aug. 1</td>
<td>Response to Drafts</td>
<td>Due: Draft of Final Paper</td>
</tr>
<tr>
<td>Aug. 8</td>
<td>Presentation and Discussion of Final Papers</td>
<td>Due: Presentation and Paper</td>
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</tbody>
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**Readings**

**Readings Provided at First Meeting**


**Excerpts from Articles and Chapters**

This is intended to be a learning activity: for you to try out the research approach and to see what you can learn. You'll collect your data and analyze it. You'll need to have some question that you're asking about that particular process and then "design" a little study scaled inquiry into some act of literacy performed by one person or several people. You'll have to have some question that you're asking about that particular process and then "design" a little study scaled inquiry into some act of literacy performed by one person or several people. You'll have to have some question that you're asking about that particular process and then "design" a little study scaled inquiry into some act of literacy performed by one person or several people. 

**Required Books**


**Other Required Articles and Excerpts (either in Blackboard LEARN materials or available online)**


**Videos to Be Viewed in Class**

[http://www.traumaticbraininjurytatoz.org/Interactive-Brain](http://www.traumaticbraininjurytatoz.org/Interactive-Brain)

https://www.youtube.com/watch?v=2vkaaQYLkVc

https://www.youtube.com/watch?v=N4KuS08TRsE

**More Detail on Assignments**

**Conducting and Reporting the Process-Tracing Study**

Since we don't have means of gaining direct insight into the cognitive processes that occur as people engage in reading or writing, we must rely on indirect means. Major approaches used by literacy researchers include analyses of think-aloud protocols, miscues, recalls, written documents, responses to interviews, keystroke logging, and eye movements. For this assignment, I'd like you to conduct a very small-scaled inquiry into some act of literacy performed by one person or several people. You'll need to have some question that you're asking about that particular process and then "design" a little study intended to answer it. You'll collect your data and analyze it.

This is intended to be a learning activity: for you to try out the research approach and to see what you can learn.
For your written report, you’ll have the traditional elements of a research article: rationale (a paragraph or two), purpose/question, method (participant/s, procedures for data collection, procedures for data analysis), results, discussion. Be sure to provide detail regarding your procedures, to relate your results to your question/s, and your discussion to your rationale.

This paper should be seven pages in length. That’s a count for pages of the text itself, not including the cover page or the reference page. Include any figures or tables within the text, if you can, rather than as appendices. Be sure that you include in your references all the sources that you actually cited and none that you did not cite. You’ll also make a 10-minute oral presentation for the class.

Please use APA style for most elements of the paper: use of headings and subheadings, citations in text, and references. However, since this is a course paper rather than an article you are submitting for publication, make the following adjustments: (1) do not use a running head, (2) do not include an abstract, and (3) do not number the cover page but, instead, start numbering (with 2) on the second page of the actual text.

Here’s the rubric:

Begins with an effective introductory rationale (based on some prior research or theory in the area) leading up to your question/s 1 2
Provides a detailed description of data collection procedures 1 2 3 4
Provides a detailed description of data analysis procedures 1 2 3 4
Presents results that respond to the questions asked 1 2 3 4
Includes a concluding discussion that returns to issue raised in the introduction 1 2
Is in good academic form and is well written 1 2 3 4

**Leading the Online Class Meeting**

Together we’ll decide how you will go about preparing and leading the book discussions and how everyone will engage in them. We have the option of individuals’ making contributions at their convenience prior to a particular day/time or of having the discussion occur in real time (the time allotted for our class meeting)—or a combination of the two.

Here are some sources to help you in preparing questions:

https://onlinelearninginsights.wordpress.com/2014/10/20/how-to-make-bad-discussion-questions-better-for-an-online-course-case-study-using-an-edx-mooc/

https://cit.duke.edu/blog/2013/12/using-online-discussions-to-encourage-critical-thinking/

https://teachonline.asu.edu/2014/01/making-online-classroom-discussion-dynamic-engaging/

This site focuses on book discussions. I think you’ll find some good advice there: http://bestsellers.about.com/od/bookclubresources/ht/how_lead_talk.htm

**Pursuing and Presenting Your Final Project**

Your final project is a paper to be written on a matter of interest to you that is relevant to our course. The paper is due on July 8, and no late papers will be accepted. For this project, I’d like you first to prepare a proposal for what you’d like to do and talk with me about it. You might want to review the literature on some topic of interest, such as “Embodiment in Literary Reading,” “Cognitive Advantages of Bilingualism,” or “The Hype and the Reality of Learning from E-Textbooks.” Or you might want to write about a particular research approach, such as “Reactivity and Think-Alouds.” Or you might want to tackle a theoretical issue and do something like “Current Thinking about Schemas.”

Make your paper interesting, and write it with voice and style. Include some specifics, details, and illustrative examples. Proofread it, polish it, and have someone else read it and respond. As to length, the paper should be at least ten pages of text (not counting cover page or references).

You’ll need to locate some good sources through the library. Published articles and books are, in general, preferable to webpages.

This paper should be ten pages in length. That’s a count for pages of the text itself, not including the cover page or the reference page. See directions above for the process-tracing study for guidelines regarding APA style. Here’s the rubric:

Shows command of the topic or issue 1 2 3 4 5 6
Provides critical analysis 1 2 3 4 5 6
Employs major sources and refers to major authorities on the topic 1 2 3 4 5 6
Provides clear organization for the reader 1 2 3 4 5 6
Writes effectively in academic form 1 2 3 4 5 6
Class Policies

1. Assignments: All papers must be typed and spell-checked. Cite references where appropriate, and follow APA guidelines in doing so. All papers and other assignments should be submitted or presented on the date that they are due. Late assignments will have points subtracted, and, if they are more than a week late, they may not be accepted.

2. Attendance and Participation: The class will take a seminar form in which all are expected to participate and assume some leadership. For the class to be most effective, we need to have everyone present, and everyone must come prepared to contribute by carefully reading the assignments and having insightful comments to make about what they read. In class we will focus on analyzing the various perspectives and approaches and seeing how we can apply them. More than one absence will result in a lower grade.

3. Academic integrity: Academic integrity is essential to this course, as in other work that you do in your doctoral program. In Policy 18.1.16, UNT has described academic integrity as follows:
   Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.
   You must be sure to avoid plagiarism, which is defined in the following way in that policy:
   Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:
   1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
   2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.  
   http://vpaa.unt.edu/academic-integrity.htm

4. Students’ Disabilities: UNT complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible and bring your verification form from the Office of Disability Accommodations. If you suspect that you may have a disability (e.g., physical impairment, learning disability, psychiatric disability), please contact the ODA.

5. Civility. UNT is committed to equity and diversity and to a student-centered environment that is conducive to learning. Students and faculty are expected to behave in a manner that is respectful and courteous to all people regardless of their ethnic/racial origin, their sexual orientation, their religious background, or disability. Actions or words that infringe on the rights of another individual will not be tolerated. In accordance with this emphasis on respectful attention to others, you are expected to turn off your cell phone and not to take messages or text during class.

Note: This syllabus is a plan for the course and, as such, is subject to modification as the course progresses.