

# 國立中正大學教育研究所

## 114 年度第二學期教學大綱

科目名稱：閱讀發展與教學

英文譯名：Research on Reading Development and Instruction

學分數：2 學分

授課教師：連啟舜 聯絡電話：分機 36408 研究室：教 525

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上課時間：週四 14:00-16:00

Office Hour: Wednesday 14:00-16:00 or by appointment

### 一、教學目標

本課程主要介紹閱讀的心理歷程與閱讀教學方法，教學目標有四：

1. 讓學生瞭解重要之閱讀的認知歷程
2. 讓學生瞭解影響閱讀的主要因素
3. 讓學生瞭解閱讀能力個別差異的來源
4. 讓學生熟悉現有之有效的閱讀教學策略

### 二、教學方式

講授與討論、分組報告、教育評量實作

### 三、評量方式

1. 期中評量/作業(15%)：採標準參照測驗方式(通過/未通過)，未通過測驗者需繳交相關報告。
2. 期末報告(30%)：請選擇有興趣的主題進行文獻探討，或發展出可能的研究計畫。
3. 課堂報告(45%)：每週閱讀指定讀物，由一位同學導讀，並於上課前繳交一頁之閱讀心得。
4. 課堂與研究參與(10%)：課堂出席、上課討論及相關研究參與。

### 四、課程要求

1. 所有作業之電子檔請於上課前一日(週三 22:00 前)上傳至教學平台。
2. 上課請準時出席，因故無法到課，請於上課前一日請假；緊急事故(如病假)請 email 或請同學知會教師。

## 五、課程進度

| 日期  | 主題                                      | 讀物      | 備註   |
|-----|-----------------------------------------|---------|------|
| 1.  | Introduction and class arrangement      |         | 2/26 |
| 2.  | Comprehension: Theories and models      | Handout | 3/5  |
| 3.  | What it's all about                     | Ch1     | 3/12 |
| 4.  | Skills and processes                    | Ch2     | 3/19 |
| 5.  | Assessing comprehension                 | Ch3     | 3/26 |
| 6.  | Inferences                              | Ch4     | 4/2  |
| 7.  | Knowing & learning the meaning of words | Ch5     | 4/9  |
| 8.  | Midterm exam & review of theories       |         | 4/16 |
| 9.  | Sentences and their connections         | Ch6     | 4/23 |
| 10. | Text structure                          | Ch7     | 4/30 |
| 11. | Monitoring for meaning                  | Ch8     | 5/7  |
| 12. | Pulling it all together                 | Ch9     | 5/14 |
| 13. | Reading comprehension instruction       |         | 5/21 |
| 14. | Research method of reading              |         | 5/28 |
| 15. | Presentation for proposal of term paper |         | 6/4  |
| 16. | Hand in final paper                     |         | 6/11 |
| 17. | TBA                                     |         |      |

## 五、指定閱讀及參考書目

**\*\* Oakhill, J. Cain, K. & Elbro, C. (2015) Understanding and teaching reading comprehension: A handbook. London: Routledge.**

**Overview of the field:** Handouts

### **What is reading comprehension?**

1. Snow, C. E. & Sweet, A. P. (2003). Reading for comprehension. In A. P. Sweet, & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp.1-11). New York, NY: Guilford Press.
2. Vellutino, F. R. (2003). Individual differences as sources of variability in reading comprehension in elementary school children. In A. P. Sweet, & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp.51-81). New York, NY: Guilford Press.
3. Kintsch, W. (1994). Text comprehension, memory, and learning. *American Psychologist*, 49, 294-303.
4. \* Graesser A. C., Millis, K. K., & Zwaan, R. A. (1997). Discourse

- comprehension. *Annual review of psychology*, 48, 163-189.
5. \*Paris, S. G. & Hamilton, E. E. (2009). The development of children's reading comprehension. In S. E. Israel, & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp.32-53). New York: Routledge.
  6. Rayner, K., Foorman, B., Perfetti, C., Pesetsky, D., & Seidenberg, M. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2, 31-74.
  7. van den Broek, P., & Kremer, K. E. (2000). The mind in action: What it means to comprehend during reading. In B. M. Taylor, M. F. Graves, & P. van den Broek (Eds.), *Reading for meaning: Comprehension in the middle grades* (pp.1-31). NY: Teachers College Press.

**Shallow comprehension (1): surface code** (vocabulary, morphological awareness)

8. Ouellette, G. P. (2006). What meaning got to do with it: The role of vocabulary in word reading and reading comprehension. *Journal of Educational Psychology*, 98(3), 554-566.
9. McBride-Chang, C., Shu, H., Zhou, A., Wat, C. P., & Wagner, R. K. (2003). Morphological awareness uniquely predicts young children's Chinese Character recognition. *Journal of Educational Psychology*, 95, 743-751.
10. \*Tannenbaum, K. R., Torgesen, J. K., & Wagner, R. K. (2006). Relationships Between Word Knowledge and Reading Comprehension in Third-Grade Children. *Scientific Studies of Reading*, 10(4), 381 - 398.
11. \*Phil D. Liu & Catherine McBride-Chang (2010). What Is Morphological Awareness? Tapping Lexical Compounding Awareness in Chinese Third Graders. *Journal of Educational Psychology*, 102(1), 62-73.
12. Li, H., Shu, H., McBride-Chang, C., Liu, H. and Peng, H. (2012), Chinese children's character recognition: Visuo-orthographic, phonological processing and morphological skills. *Journal of Research in Reading*, 35, 287-307.

**Shallow comprehension (2): textbase** (text structure, cohesion, summarization)

13. Graesser, A. C., McNamara, D. S., & Louwerse, M. M. (2003). What do readers need to learn in order to process coherence relations in narrative and expository text? In A. P. Sweet, & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp.82-98). New York, NY: Guilford Press.
14. Brown, A.L. & Day, J.D. (1983). Macrorules for summarizing texts: The development of expertise. *Journal of Verbal Learning and Verbal Behavior*, 22, 1-14.

15. \*Meyer, B. J. F. (2003). Text coherence and readability. *Topics in Language Disorders*, 23, 204-221.
16. \*Ray, M. N., & Meyer, B. J. F. (2011). Individual differences in children's knowledge of expository text structures: A review. *International Electronic Journal of Elementary Education* (Special Issue on Reading Comprehension), 4(1), 67-82.
17. Meyer, B.J.F., & Poon, L. W. (2001). Effects of structure strategy training and signaling on recall of text. *Journal of Educational Psychology*, 93, 141-159.

**Deep comprehension: situation model** (inference, multiple-dimensions, theme)

18. \*Graesser, A. C., Singer, M., & Trabasso, T. (1994). Constructing inferences during narrative text comprehension. *Psychological Review*, 101, 371-395.
19. Zwaan, R. A. & Radvansky, G. A. (1998). Situation models in language comprehension and memory. *Psychological Bulletin*, 123(2), 162-85.
20. Graesser, A. C., Pomeroy, V. J., & Craig, S. D. (2002). Psychological and computational research on theme comprehension. In W. van Peer & M. M. Louwerse (Eds.), *Thematics in psychology and literary studies* (pp. 19-34). Amsterdam: John Benjamins.
21. 連啟舜、曾玉村(2017)。讀懂弦外之音：閱讀中的推論。載於柯華葳主編，*閱讀理解策略教學*。台北：教育部國民及學前教育署。

**Reading comprehension instruction** (NRP; Reciprocal teaching; SERT; QAR)

22. \*Pearson, P. D. (2009). The root of reading comprehension instruction. In S. E. Israel, & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp.3-31). New York: Routledge.
23. Palincsar, A. S. (2003). Collaborative approaches to comprehension instruction. In A. P. Sweet, & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp.99-115). New York, NY: Guilford Press.
24. Guthrie, J. T. (2003). Concept-Oriented Reading instruction. In A. P. Sweet, & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp.82-98). New York, NY: Guilford Press.
25. \*Williams, J. P., Pollini, S., Nubla-Kung, A. M., Snyder, A. E., Garcia, A., Ordynans, J. G., & Atkins, J. G. (2014). An intervention to improve comprehension of cause/effect through expository text structure instruction. *Journal of Educational Psychology*, 106, 1-17.
26. \*McNamara, D. S. (2004). SERT: Self-explanation reading training. *Discourse Processes*, 38, 1-30.

27. National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
28. Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, 64, 479-530.
29. 曾世杰譯(2010)。有效的讀寫教學：平衡取向教學。Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching*. New York, The Guilford Press.

### **Reading comprehension assessment**

30. \* Leslie, L. & Caldwell, J. (2009). Formal and informal measures of reading comprehension. In S. E. Israel & G. G. Duffy (eds.), *Handbook of Research on Reading Comprehension* (pp.403-427). New York, Routledge.
31. \* Deane, P., Sheehan, K. M., Sabtini, J., Futagi, Y., & Kostin, I. (2006). Differences in text structure and its implications for assessment of struggling readers. *Scientific Studies of Reading*, 10, 257-276.
32. \* Hannon, B., & Daneman, M. (2001a). A new tool for measuring and understanding individual differences in the component processes of reading comprehension. *Journal of Educational Psychology*, 93(1), 103-128.
33. Hannon, B., & Frias, S. (2012). A new measure for assessing the contributions of higher level processes to language comprehension performance in preschoolers. *Journal of Educational Psychology*, 104(4), 897-921.
34. August, D., Francis, D. J., Hsu, H. A., & Snow, C. E. (2006). Assessing reading comprehension in bilinguals. *The Elementary School Journal*, 107, pp. 221-238.

### **六、重要期刊**

1. Journal of Educational Psychology
2. Scientific Studies of Reading
3. Discourse Processes
4. Reading Research Quarterly
5. Reading and Writing
6. Educational Psychology Review
7. Cognition and Instruction
8. Learning and Instruction
9. Review of Educational Research
10. Contemporary Educational Psychology
11. Educational Psychologist