The Crazy Ideas You Had: The Impact of a Literacy Course Design, Delivery, and Teacher on Preservice Teachers' Reading Attitudes

Susan Gebhard

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THE CRAZY IDEAS YOU HAD:
The Impact of a Literacy Course Design, Delivery, and Teacher
On Preservice Teachers' Reading Attitudes

A Dissertation
Submitted to
The School of Education
Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Education

By
Susan McMillin Gebhard

May, 2007
DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION

Dissertation

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March 12, 2007

THE CRAZY IDEAS YOU HAD: THE IMPACT OF A LITERACY COURSE
DESIGN, DELIVERY, AND TEACHER ON PRESERVICE TEACHERS’ READING
ATTITUDES

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ABSTRACT

THE CRAZY IDEAS YOU HAD:
THE IMPACT OF A LITERACY COURSE DESIGN, DELIVERY, AND TEACHER ON PRESERVICE TEACHERS' READING ATTITUDES

By
Susan McMillin Gebhard

May 2007

Dissertation Supervised by Dr. Barbara Manner, Associate Professor, Interim Chair, Department of Instruction and Leadership in Education, Duquesne University

No. of Pages in Text: 254

This study sought to determine whether the design and/or the instructor of a required literacy course impacted preservice teachers' attitudes toward reading. Furthermore, the study sought to contrast the attitudinal impact of varying course delivery (onsite versus online). Additionally, the study attempted to identify those course activities and/or instructor behaviors perceived by the preservice teachers to have most affected their reading attitudes.

Using mixed methodology research design, this study made use of empirical data obtained from three subscales of the Adult Survey of Reading Attitudes, or ASRA, (Smith, 1990a): Reading Activity and Enjoyment; Social Reinforcement; and Tutoring. Preservice teachers enrolled in two sections (online versus onsite) of an undergraduate literacy course completed pre- and post-course instruments. In order to determine whether the design of a required literacy course impacted preservice teachers' attitudes toward reading and if varying course delivery (onsite versus online) affected any such impact, the pre- and post-course data was subject to statistical analysis. The study also

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utilized qualitative narrative analysis of pre- and post-course writing pieces, “Reading Autobiographies” and “Final Reflections,” to identify specific course activities and instructor behaviors perceived by the preservice teachers to have affected their reading attitudes.

Statistical analysis in this research confirmed that intentional course design and delivery of both online and onsite literacy classes does significantly impact respondents’ attitudes in terms of Reading Activity and Enjoyment. Participation in an onsite section was also determined to significantly impact respondents’ attitudes with regards to the Social Reinforcement of reading; however, no statistically significant result was obtained on the Social Reinforcement subscale in the online section. Neither online nor onsite course delivery significantly impacted respondents’ reading attitudes as displayed on the Tutoring subscale. Qualitative narrative analysis of preservice teachers’ assigned writings was consistent with previous studies indicating that social modeling, learning communities, and authentic experiences with literature most influence students’ dispositions towards reading. Narrative analysis also provided subjects’ perceptions about those course activities and teacher behaviors believed to have most affected attitudinal change. Because these activities and behaviors are replicable, future teacher education courses may be intentionally modified to attain similar results.
DEDICATION

Dedicated

with great gratitude and lots of love to

Mums and Pops,

Stephen and David,

Doug,

Xandra and Mairé and Mac,

the influential teachers of my life,

and many ages and years of students.

In your own ways, you have all helped me to discover authenticity and to realize that

“entertainment” and “learning” are not mutually exclusive terms.
INSCRIPTION

Today, everybody expects to be entertained, and they expect to be entertained all the time.... Students must be amused—everyone must be amused or they will switch: switch brands, switch channels, switch parties, switch loyalties. This is the intellectual reality of Western society....

In other centuries, human beings wanted to be saved, or improved, or freed, or educated. But in our century, they want to be entertained. The great fear is not of disease or death, but of boredom.... A sense that we are not amused.

This artifice will drive them to seek authenticity. Authenticity will be the buzzword of the twenty-first century... (Crichton, 1999, pp. 400-401).
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CHAPTER I

Introduction

Genesis of the Study

Allen (2003) has stated that, when it comes to literacy education, "...sometimes we have to meet our students where they are, not where we think they should be" (p. 62). Believing that context and teacher modeling most influence reading attitude, this research utilizes the perspective of social cognition (Bandura, 1977; Vygotsky, 1978) to examine literacy course design in terms of literacy/aliteracy, teacher influence, and intentional intervention. The impetus for the study was predicated by "...ways of bringing your reading self to teaching reading and language arts" (Commeyras, Bisplinghoff, & Olson, 2003, p. 7) and was informed by an emphasis on engagement with literature and teacher modeling. The researcher anticipated that preservice teachers’ attitudes towards reading could be modified by participation in a literature course, by its delivery method, by the specific activities and/or strategies presented in it, and by the behaviors of its instructor.

At the conclusion of a children's literature course that was the site of investigation for this research, Mallory (name changed) reflected: "I never really enjoyed reading until I took this class…. I definitely think that this class helped me to be more enthusiastic
with reading. With all the projects we did, I realized that reading could be fun and not just boring. Also, the crazy ideas you had made it more fun as well."

This anecdotal comment explicates the title of this study as well as summarizing its genesis, purpose, and design. Although this researcher had made the assumption that elementary educators possessed positive attitudes towards reading, during a previous experience as a literacy teacher-educator it had been discerned that preservice teachers did not, in fact, always display this anticipated positivism. Yet, Mallory’s comments indicated that post-secondary course participation had the potential to modify educators’ affective behaviors. Would it be possible to structure a literacy course so as to intentionally foster changes in attitudes towards reading?

Additionally, educational institutions in more than 90% of U.S. states (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004) have adapted, adopted, or referenced the 2004 National Education Technology Standards, or NETS (International Society For Technology in Education, 2004). Given trends towards technology integration, corollary research questions were suggested. If it could be determined that a literacy course positively affects preservice teachers’ attitudes towards reading, what about the mode of delivery of that course? If social modeling initiates attitude change, could social modeling strategies have the same kind of effect in a classroom environment that was not face-to-face? What instructor actions and/or literacy class activities might impact preservice teachers’ affective behaviors in either/both an onsite and an online course?

As these questions were being formulated, this researcher studied existing literature and considered reading attitude in conjunction with children's educational experiences, alongside current events, and with regards to legislation regarding schools
and schooling. Preliminary research indicated that literacy education and reading achievement informed and was informed by attitudes—those of the teachers as well as those of the students. Therefore, a study that could suggest ways to improve the reading attitudes of preservice teachers might have the far-reaching potential to positively impact student achievement. These events formed the genesis of this research study.

Background of the Study

Literacy teaching and learning are at the forefront of current educational debate. *Teaching Children to Read*, the National Reading Panel’s metastudy (2000), culminated in the 2002 *No Child Left Behind* (NCLB) Act (The White House, n.d.). NCLB legislation has prompted a new paradigm for education, particularly with regards to reading instruction and assessment (Armbruster, Lehr, & Osborn, 2003; Bush, 2004; Davey, 2005; Smith, 2003).

Student reading achievement is predicated by a mutual dependence of skill and will (Franklin, 1993; Garrison & Hynds, 1991; Guinn, 2002; Mariage, 1995; Taylor, Pearson, Peterson, & Rodriguez, 2003). Additional studies suggest that positive teacher attitudes, modeled enthusiasm, and shared experiences with text are crucial to promoting classroom literacy learning (Asselin, 2000; International Reading Association, 2003; Mizokawa & Hansen-Krening, 2000). But little research exists regarding those specific experiences with reading that most motivate preservice educators to develop into enthusiastic inservice teachers, themselves. Given the ambitious goals of legislation like NCLB, how can teacher preparation programs best ensure that future teachers display the
positive attitudes and model the reading enthusiasm necessary to help their students achieve success?

Theoretical Background

In his work, *The Advancement of Learning* (1605), Sir Francis Bacon observed, "Man seeketh in society comfort, use, and protection." Humans have historically looked to interactions with one another to inform their ideas of culture, morals, and ambition. Plato philosophized that education was the key to the betterment of society, but such a society was possible only if people worked together for a common good. In the Judeo-Christian tradition, believers are called to interact within a community. The traditional *shema* affirms the communal nature of humankind and the role that social interaction is to play in the preservation and transmission of values.

Hear, O Israel, the LORD is our God, one LORD, and you must love the LORD your God with all your heart and soul and strength. These commandments which I give you this day are to be kept in your heart; you shall repeat them to your sons….write them up on the doorposts of your houses and on your gates (Deuteronomy 6:4-9 Revised Standard Version).

In the modern age, social learning theorists have tended to focus on a combination of behavioral and cognitive theories rather than philosophical or religious ones. Vygotsky (1978) proposed ideas about social learning theory in which interpersonal interaction played a fundamental role in learners' cognitive development; "...human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (Vygotsky, 1978, p. 88). It is by observing and modeling others that learners are able to attain their full cognitive potential.
The social learning theory of Bandura (1977) emphasized "prestigious modeling" as the most important factor of human development. Learning occurs when an individual witnesses a behavior, organizes and rehearses it, enacts it, and receives intrinsic, extrinsic, or vicarious response for it. "Of the numerous predictive cues that influence behavior at any given moment, none is more common or effective than the actions of others" (Bandura, 1977, p. 87).

Literacy theorists have also explored the interconnected nature of society and learning. Louise Rosenblatt (1995) proposed the "transactional theory of literature" in which she supposed that reading behaviors are not passive. As reading occurs, the reader acts upon the text but is, in turn, acted upon by the text. There is an essentiality of social experience inherent in reading transactions that necessarily impacts reading instruction. "The inescapable molding influence of the culture into which we are born is an extremely important concept. The teacher should have this clearly in mind before…introducing the student to…literatures" (Rosenblatt, 1995, p. 14).

Judith Langer (1997) adopted a sociocognitive perspective in her assertions that literacy is culturally based and "…needs to be understood in terms of time and place and people, communication systems, and technologies and values…” (Langer, 2002, p. 4). During the act of reading, the reader establishes a series of relationships with the text called "envisionments;" such envisionments are completely based upon a recognition of social learning in relation to literacy.

Ruddell (1995) studied teachers perceived by their former students to have exerted exceptional influence on their reading habits and attitudes and described the social characteristics that they shared. The resulting definition of “influential teachers”
suggests that attitude and modeling are of equal or greater importance than instructional practices utilized. Hoewisch (2000) posits a corollary idea; the majority of what inservice teachers do in their classrooms is based upon practices and attitudes modeled throughout their thirteen-plus years of schooling rather than by any standards or methods delivered during formal teacher-education coursework.

Scholars such as Jean Lave and Etienne Wenger (1991) have adapted social learning theory to propose ideas of "situated learning" or "communities of practice" in which cognitive development occurs as learners participate in the practices of the social communities and use context to become aware of the structures of and models for each social situation. "A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a socio-cultural practice. This social process, includes, indeed it subsumes, the learning of knowledgeable skills" (Lave & Wegner, 1991, p. 29).

While situated learning is a general theory of cognition, it has achieved special prominence as applied to distance learning (Bhalla et al., 1996; Owen, n.d., Walker, 2001), especially technology-assisted class design and delivery. Schools and universities have increasingly come to rely on technology to enhance, to supplement, and, sometimes, to drive their curricula. Teachers and students are being held accountable to basic technology competencies (International Society For Technology in Education, 2004), and online courses are becoming the norm rather than the exception (American Association of University Professors, 1999; Institute for Higher Education Policy, 1999; National Council for Accreditation of Teacher Education, 2004). Therefore understanding the educational implications of “communities of practice” becomes essential.
Given that established research indicates interpersonal links between teacher influence and reading attitude (Applegate & Applegate, 2004; Follman, 1994; Luna, Urbanski, & White, 2002; Pardon, 1993; Ruddell, 1995), is it possible for students to model reading behaviors after those of an online instructor? Can a distance-learning course provide literacy experiences comparable in effect to that of a traditional face-to-face classroom environment?

If attitude affects achievement, then it is imperative for educators to impact students' dispositions, regardless of the kind of course delivery. Given the recursive nature of reading motivation, preservice teachers’ attitudes could have far-reaching impacts on future students and their reading achievement. A theoretical framework of social modeling would suggest that, by means of intentional course design and delivery, teacher-preparation programs may have the opportunity to address post-secondary students’ reading dispositions and to impact them in positive ways.

**Purpose of the Study**

The purpose of this study is to survey the reading attitudes of preservice teachers enrolled in two sections of an undergraduate literacy course. The study seeks to determine whether the design and/or the instructor of a required literacy course impacts preservice teachers' attitudes toward reading. Furthermore, the study seeks to determine if varying course delivery (onsite versus online) affects any such impact. Additionally, the study will attempt to identify those specific course activities and instructor behaviors perceived by the preservice teachers, themselves, to have most affected their reading
attitudes. The study will take place at a certain Pennsylvania state university and therefore is specific to the components of this institution’s teacher education program.

Research Questions

This study will specifically seek to address the following questions.

1. What are the changes in preservice teachers' attitudes
   a. before and after completing an *online* literacy course?
   b. before and after completing an *onsite* literacy course?

2. What is the relationship between preservice teachers' attitudes toward reading before and after the completion of an *online* versus an *onsite* section of a required literacy course?

3. What is the impact of instructor (teacher) influence on preservice teachers' attitudes toward reading?

4. What specific literacy class experiences influence preservice teachers' attitudes toward reading?

Significance of the Study

The literacy stakes are high for today's teachers and students. Students are held accountable for demonstrating decoding and comprehension mastery while teachers are responsible for constructing learning experiences that enable them to do so. It is essential that research examine effective and affective behaviors, practices, and strategies that might enhance literacy teaching and learning.
Social learning theory suggests that attitudes are "caught" rather than taught, and that students recall influential teachers' enthusiasm and the learning experiences they designed as being particularly instrumental in affecting reading dispositions (Beers, 1996a, 1996b; Hoewisch, 2000; Jarvis, 2003; Ruddell, 1995). Furthermore, reading attitude impacts achievement (Baltas, 1986; Cosgrove, 2001; Kush, Watkins, & Brookhart, 2005; Roettger, Szymczuk, & Millard, 1979; Ghaith & Bouzeineddine, 2003; Mizokawa & Hansen-Krenig, 2000). Since the goal of reading instruction is to maximize the achievement of reading students, attitude is, therefore, of equal importance to instructional methods.

It is essential for teacher-preparation courses to consider the attitude of preservice teachers and to examine ways in which positive attitudes can be generated. Studies have noted factors that influence preservice teachers' attitudes and have attempted to identify social and educational experiences that foster positive and/or negative attitudes to reading. But, to date, little research has been done to determine specific factors that might change pre-existing reading attitudes held by preservice teachers. Recognizing illiteracy and its causes suggests nothing to affect changes in these circumstances.

This study is significant in that it seeks to identify possible attitudinal impact of the design and delivery of a literacy course common to those individuals preparing to become elementary teachers. By determining the attitudes of preservice teachers before and after such a literacy course, this research explores whether this type of course design and delivery does or does not impact the attitudes of the preservice teachers enrolled in the course. Utilizing the preservice teachers' reflective comments, this study also seeks to
identify specific activities and teacher behaviors perceived to be most effective at exacting change.

It is expected that results of this study might inform teacher preparation programs, specifically literacy course design. As teacher educators seek to prepare the teachers of tomorrow, this study may add to the body of knowledge in that it may offer validation of the importance of modeling, learning communities, and authentic experiences within literacy courses.

This research is also significant in that it examines the role of online education in teacher preparation. As post-secondary institutions increasingly seek to offer online courses (J. Hertzog, personal communication September 21, 2004), it will be essential for teacher educators to identify those courses that are best suited to onsite versus distance delivery. Studies have demonstrated that there is no appreciable difference in student achievement between online and face-to-face student achievement (Beard, Harper, & Riley, 2004; Rovai, & Baker, 2005; Russell, 1999; Summers, Waigandt, & Whittaker, 2005), but little research exists that examines affective differences in student attitude towards subject matter following an online versus an onsite course. This study extends research about delivery method beyond achievement in an attempt to examine affective rather than cognitive outcomes.

**Definition of Terms**

For purposes of this study, terms will be defined as follows.
Aesthetic reading stance—A particular approach to reading proposed by Rosenblatt (1978); a manner of reading wherein the reader's attention is primarily focused on the experience, feelings, attitudes, and ideas that the text arouses.

Aliteracy—A conscious choice made by those individuals who are capable of reading not to do so (Beers, 1996a; Goodwin, 1996).

Asynchronous—An interaction that occurs independently of shared time and place.

Attitude—Affective behavior based upon an individual's "Likes and dislikes. Preferences. Choices where no cognitive rationale or set of beliefs serves as guide" (Mizokawa & Hansen-Krening, 2000). In this study, dispositions are considered to be an aspect of attitude.

Blackboard—A commercial product for course delivery designed to utilize "the Internet for online teaching and learning, campus communities, campus commerce services, and integration of Web-enabled student services and back office systems" (Blackboard, 2005).

Blended course—A course of study that utilizes the online environment in combination with scheduled classroom sessions. Also referred to as a "hybrid course" (Leight, 2004).

Discussion board—A specific area of an online course management system created for textual dialog and exchange of information (Blackboard, 2005).

Disposition—a set of "… characteristics that are considered to be important for success in the classroom and are emblematic of a professional teacher" (Slippery Rock University, n.d.). Negative or positive attitude is informed by disposition.
- **Efferent reading stance**—The second type of approach to reading proposed by Rosenblatt (1978); a manner of reading wherein the reader's attention is primarily focused on analyzing, abstracting, and accumulating material from the text.

- **Elementary education**—Teaching and learning that involves students from kindergarten through grade six, ages approximately 5-12 (Pennsylvania Department of Education, 2005).

- **Face-to-face course**—A traditional method of course delivery during which the student(s) and instructor(s) meet within a classroom setting; also called a "traditional," an "onsite," or an "on-campus" course (Beard, Harper, & Riley, 2004).

- **Final evaluation/ reflection**—A reflective piece of writing completed at the conclusion of an event or experience; designed to foster self-evaluation and introspective thinking on the part of an individual (Asselin, 2000; Meyer, 1993).

- **Forum**—A particular collection within an online classroom management system (such as Blackboard) into which material and text is placed for review by teachers and fellow students (Blackboard, 2005).

- **Influential teacher**—An educator recalled by a former student in a vivid and positive way; educators perceived by students as having made a vital difference in their academic and/or social life (Ruddell, 1995).

- **Narrative analysis**—A qualitative research methodology involving “...analysis of a...story, with a focus on how elements are sequenced, why some elements are evaluated differently from others, how the past shapes perceptions of the present,
how the present shapes perceptions of the past, and how both shape perceptions of
the future (Garson, n.d., p. 1).

- Online course—A non-traditional method of course delivery utilizing a variety of
technologies for teaching and learning via the Internet; the instructor and learner
are separated by time and place; also referred to as “distance education” or
“distributed education” (Beard, Harper, & Riley, 2004).

- Patterns—Recurring phrases and/or ideas (“patter”) repeated across several
narratives; utilized as part of a qualitative narrative analysis data (Garson, n.d.).

- Posting—The act of placing text and/or materials onto a specified location of an
online classroom management system, such as Blackboard (Blackboard, 2005).

- Preservice teacher—An individual enrolled in a teacher education program and
who is pursuing studies in preparation to enter a private or public sector
educational facility in the role of teacher (Slippery Rock University, 2003).

- Reading—the active and strategic process whereby an individual constructs,
examines, and extends meaning from text (Keene & Zimmerman, 1997; Langer,
1997; Rosenblatt, 1995).

- Reading achievement—The level at which learners are able to demonstrate
competencies in reading subject matter, "…including subject-matter knowledge,
application of such knowledge to real-world situations, and analytical skills
appropriate to the subject matter" (National Center for Education Statistics, 2004).

- Reading attitude—"Reading attitude is defined as a state of mind, accompanied
by feeling and emotions that makes reading more or less probable" (Smith, 1990b,
p. 156). Also referred to as "reading disposition."
- Reading autobiography—A reflective written exercise undertaken by an individual in order to gain insight into personal literacy attitudes, beliefs and history (Meyer, 1993).

- Reading motivation—Intrinsic and extrinsic factors that "...engage children and adults in reading" (Wigfield & Guthrie, 1995); reasons that individuals do or do not choose to engage in the behaviors of reading.

- Student—A person involved in a learning situation; regardless of age, classroom setting, or course of study.

- Synchronous—An activity or interaction that occurs in a shared time and place.

- Teacher education—A post-secondary course of study designed "...to prepare educators and related professionals for...educational/counseling facilities and agencies in both the public and private sectors" (Slippery Rock University, 2004, ¶ 1). Also called "teacher preparation" (National Council for Accreditation of Teacher Education, 2004).

- Teacher educator—One involved with teaching education and/or teacher preparation courses within a post-secondary setting (National Council for Accreditation of Teacher Education, 2004).

- Text—"...designates a set or series of signs interpretable as linguistic symbols" (Rosenblatt, 1978, p. 12).

- Themes—Sets of patterns contained in narratives (Garson, n.d.) by which a narrative analysis may be framed.
Assumptions

The following assumption was made during this research study.

- ELEC 288, Children's Literature, is a prerequisite course for admission to the College of Education at the researcher’s university. Therefore, it was assumed that all students enrolled in either the online or onsite sections of the course had already declared or intended to declare elementary education as their major area of study and thus could be considered as "preservice teachers."

Delimitations and Limitations

This research study was delimited by the following factors.

- All participants were students enrolled in ELEC 288, Children's Literature, at a specific university in the Pennsylvania State System of Higher Education.
- ELEC 288, Children's Literature, is a required course for the Elementary Education and Early Childhood (ELEC) department of the College of Education at this university.
- The researcher for this study acted as the instructor for both the online and onsite sections of ELEC 288, Children's Literature.

This research study was limited by the following factors.

- Because the study used pre-existing classes, random assignment to treatment groups was not possible. However, because the course is a required course for the Elementary/Early Childhood Education in the College of Education at this
university, it is assumed that all elementary education majors at this university will complete a similar literacy class at some point in their undergraduate careers.

- Students generally take this class at similar places in their courses of study, therefore the composition of the groups was expected to be comparable. Nevertheless, generalization may be limited to populations sharing similar preservice-teacher traits, teacher-preparation curricula, course timings, and instructors.

- Use of the same instrument at both the start and conclusion of the study might pose a pretest-posttest sensitization threat. The open-ended prompts were included in an attempt to provide subjects with narrative alternatives to the forced-question survey design.

- Because the idea of online teacher preparation courses is still relatively new, the study may have been threatened by the novelty/disruption effect. In an attempt to minimize this threat, both treatment groups, face-to-face and online, were required to meet for three "traditional" in-class performance-assessment presentations.

- If participants in either the face-to-face or online class learned about the different conditions of the other group, diffusion of treatment might threaten the validity of the study. This threat should be minimal, however, since the sections of the course were listed in the university course catalog as being either online or face-to-face at the time of the students' enrollment in them.
Although both sections of the class shared the same course design, it was impossible to ensure that participants in the online class spent an identical amount of time "in class" as did the face-to-face participants.

Sample sizes for this study were small (18 students enrolled in the online section and 25 students enrolled in the face-to-face section).

Subjects for the study were drawn from only two sections of ELEC 288, Children's Literature, both taught by this instructor/researcher. Other sections of ELEC 288 were taught by other instructors during the same semester.

Summary

Thinkers throughout history have surmised that humans exist most fully in communion with others. Learners mimic or model, read or reflect, and listen or lecture within a social context; therefore, formal educational experiences ought not to discount the interplay between shared experience, individual attitude, and relational understanding. This study seeks to extend previous research that explores the origins of preservice teachers' attitudes to reading by attempting to identify attitudinal interventions. It is significant in that it looks at a required literacy course to determine whether post-secondary experiences with literature course design and instructor behaviors can positively impact preservice teachers' dispositions toward reading. The study will also examine specific instructional examples perceived by preservice teachers to be effective in shaping their attitudes towards reading. Finally, it will contrast an online section with an onsite section of a literacy course in an attempt to discern whether course delivery impacts the degree to which preservice teachers' attitudes are affected.
CHAPTER II

Review of the Literature

Social Aspects of Education and Literacy: Theoretical Background

The theories of learning which emphasize interpersonal interaction, collaboration and collegiality, social reference points, and modeling have had various nomenclatures (Rogoff & Lave, 1984). Vygotsky's (1978) seminal work is commonly referred to as "social cognition" or "social constructivism." Bandura (1977) proposed ideas of "social learning theory," and Lave and Wenger (1991) analyzed phenomena they termed "situated learning." Rosenblatt's ideas about literature transactions presupposed an intimate connection between readers' specific individual and collective social situations (Rosenblatt, 1978; Rosenblatt, 1995), while Langer (1986) considered a sociocognitive perspective of literacy—ways in which social interactions impacted language instruction.

In classrooms today, educators make use of teaching methods such as readers' and writers' workshops and discussion-based practices that have been derived from social learning theories (Keene & Zimmerman, 1997; Chambers, 1991; Chambers, 1993). In fact, socially-based learning is foundational to many existing studies that suggest ways to increase student attitude and motivation (Allen, 2003; Beers, 1996a, 1996b; Decker,
According to Vygotsky's theories (1978), social interaction both precedes and initiates cognitive development, especially during the process of language acquisition. Vygotsky understood language to be an example of a mediated activity of cognition. His contention was that cognitive development proceeds in a series of relatively predictable transformations beginning at the social interpsychological (between people) level and gradually progressing toward internal learning capabilities (interpsychological). In order to be effective, learning must occur within a social context; "...human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (Vygotsky, 1978, p. 88).

Vygotsky also described the "zone of proximal development" (ZPD), that distance between what a learner can do independently and what he or she is capable of accomplishing with more expert assistance. Learners do not develop skills and proficiencies by performing only those tasks that they can do independently; rather, it is by imitating and modeling more skilled learners that students progress to a new stage of cognitive development. "The actual developmental level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively" (Vygotsky, 1978, p. 87). Therefore, learning must occur in a social setting so that students may select models that facilitate proximal development. The social context of the learner defines the Zone of Proximal Development.
In terms of formal education, Vygotsky maintained that reading and writing must have a necessary and authentic purpose. Activities and assignments from which students learn best are those based on something that they need to do rather than those that are purely teacher-generated tasks. Vygotsky theorized that learning has human social processes as its foundation and also entails an intensely personal process (Vygotsky, 1978).

Vygotsky's ideas have ramifications for reading attitude, motivation, and choice. If development occurs most significantly within the Zone of Proximal Development, then the ways in which teachers structure reading instruction must seek to facilitate such interactions. Teacher modeling assumes greater importance than teacher direction. Learners will look to imitate teachers' attitudes, motivations, and strategies as they seek cognition of a concept beyond their independent functioning. Additionally, learners will seek to create meaning within an authentic social setting. Whatever the age of the learner, instructional design must be relevant, authentic, and challenging enough so that interactions occur within the Zone of Proximal Development (Ormrod, 2004).

Bandura (1977) began his research as a behaviorist but gradually came to believe that the traditional stimulus-response sequence was incomplete. Bandura's theories propose a two-way theory of learning called "reciprocal determinism." Although the environment does influence behavior, the reverse is also true; human behavior impacts the environment. Essentially, human actions and the world affect one another. Bandura describes personality as a continuous reciprocal interaction between three factors: the environment, behavior, and individual psychological (cognitive) processes. Humans rely on observational learning (modeling) of their environment to enable them to develop new
behaviors. Additionally, Bandura's research (1997) defines four particular conditions of observational learning.

- **Attention**— Unless a learner pays attention to a model, learning does not occur. Emotional and physical factors influence attention as do the model's characteristics; an attractive or charismatic model commands greater attention. Educational implications here are obvious. Both the classroom environment and the appearance/behaviors of the teacher will influence students' attention.

- **Retention**— In order to model their behaviors after others, learners must be able to remember what they witness. Verbal descriptions and mental images allow learners to store their observations in memory then recall and reproduce them at a later time. Language is the most powerful and effective method of retaining experiences in memory.

- **Reproduction**— Behaviors that have been witnessed and retained are translated into actions. Learners must, therefore, have the physical or mental capabilities to perform the action being modeled. In other words, literates could reproduce engaged reading behaviors, but illiterates could not. Additionally, increased practice—even imagined—improves learners' imitative ability.

- **Motivation**— Ultimately, learners will not model behaviors unless motivated to do so. Bandura describes motivations as those things that cause the learner to demonstrate behaviors rather than those things that cause the learning itself. Singular to social learning theory is the notion
of vicarious reinforcement; that is, learners can be motivated by watching and remembering reinforcements offered to the model on which they have based their behaviors.

Classroom and school settings are microcosms of the society in which they exist. Therefore, social learning theory has implications for teachers and students (Boeree, 1998). Students will model their reading behaviors (attitudes, motivations, and strategies) on those displayed within their educational environments. Because teachers and peers provide continuous opportunities for social modeling, students' development may be optimized by careful consideration of those factors which govern observational learning (Ormrod, 2004). "A model who repeatedly demonstrates desired responses, instructs others to reproduce the behavior, prompts them physically when they fail, and then rewards them when they succeed, may eventually produce matching responses in most people" (Bandura, 1978, p. 29).

Bandura's ideas about the influence of media on learning seem to be somewhat prescient. Bandura demonstrated that both adults and children acquired behaviors, emotional responses, and attitudes from the observation of televised modeling and mass media (TIP: Theories, n.d.). Thus, modern educators must consider the implications of social modeling for current instructional multimedia and technologies. "A major significance of symbolic modeling lies in its tremendous multiplicative power. Unlike learning by doing, which requires shaping the actions of each individual by repeated experience, in observational leaning a single model can transmit new behavior patterns simultaneously to vast numbers of people in widely dispersed locations" (Bandura, 1978, pp. 39-40). It is to be expected then, that learning experiences assisted by technology
might foster accessible communities of observational learners in both synchronous and asynchronous settings (Duncan & Leander, n.d.).

Combining constructivist and social learning theories, a learning approach called dually "situated cognition" or "situated learning" has garnered increasing attention (McLellan, 1996). Essentially, situated learning maintains that learning and cognition rely upon social interaction and authentic activity (Roschelle, n.d.). Situated learning generally occurs in an unintentional rather than a deliberate way and is completely dependent upon the authentic context, culture, and activity in which it occurs (Jonassen, 1994). "Situations might be said to co-produce knowledge through activity" (Brown, Collins, & Duguid, 1989, p.32). The culture with which learners become involved offers models of "ideal" behaviors (Gopnik, 2005). Gradually, learners increase their engagement within a "community of practice" and eventually assume a role of expert (Roschelle, n.d.). Peck (n.d.) has created a distance-learning matrix that describes complicated inter-workings of individual attributes, interpersonal factors, learning tools, instructional purposes, subject matter, and technology interface that contribute to an online learning community. Situated cognition stems from constructivist principles such as those proposed by Vygotsky (1978) and tends to be especially applicable to instructional technology. Often credited to Lave and Wenger (1991), descriptions of situated learning have been refined and extended by additional research (Brown, Collins & Duguid, 1989; Jonassen, n.d.; McLellan, 1996; Roschelle, n.d.).

Most importantly for this study, situated learning presupposes that a community of learners—whether online or onsite—will undertake authentic tasks that reflect real-world needs (Jonassen, 1994). Stein (1998) explains "By embedding subject matter in
the ongoing experiences of the learners and by creating opportunities for learners to live subject matter in the context of real-world challenges, knowledge is acquired and learning transfers from the classroom to the realm of practice” (¶ 2). The educational implications for situated learning are particularly apparent when considering technology (Bhalla, et al., 1996; Roschelle, n.d.). Educators who attempt to integrate instructional technology into their practices strive to offer learners authentic problem-solving experiences that can be learned by doing. Thus, situated learning theories and instructional technology complement and inform one another, regardless of subject matter (Jonassen, 1994).

Rosenblatt's theories of literacy development (Rosenblatt, 1978, 1995) parallel Bandura's reciprocal determinism. "Reading transaction" designates a reciprocal process whereby the reader and the text act upon one another. Literacy is of value not because a reader acquires information or vicarious experience from it, but because experiences with literature inform the future (Mills, Stephens, O'Keefe, & Waugh, 2004). An individual’s perceptions of literature are affected by past experiences, interests, expectations, and attitudes. In short, a reader's transaction with literature is determined by environmental factors—home, school and societal (Mills, Stephens, O'Keefe, & Waugh, 2004).

Rosenblatt (1978) further subdivides transactions with literature into two stances: aesthetic and efferent. During aesthetic reading, the experience of and with the text (transaction) most impacts the reader and involves both cognitive and affective processes. In contrast, efferent reading is concerned with the acquisition of information, so readers interact with the text primarily to learn or remember something. Ideally, readers could and would choose to move along a continuum between these stances as necessitated by
reading materials and purpose, but Rosenblatt determined that most readers have been socially and educationally conditioned to read predominately from the efferent stance (Rosenblatt, 1995); they have "…remained aloof from the problem of meaning and the individual consciousness" (Rosenblatt, 1978, p. 40).

Rosenblatt's theories influence expectations about the ways in which individual students approach text. If reading requires intimate and individual transactions with text, the teaching of reading becomes dependent upon a complex series of literary events, many of which are outside the control of teachers (Mills, Stephens, O'Keefe, & Waugh, 2004). Rosenblatt cautions, "The reading of text is an event occurring at a particular time in a particular environment at a particular moment in the life history of the reader. The transaction will involve not only the past experience but also the present state and present interests of preoccupations of the reader" (Rosenblatt, 1978, p. 20). Both individualized and dependent upon social setting, literary transactions influence and are influenced by readers' attitudes and motivations.

Such an effort to consider texts always in relation to specific readers and in specific cultural situations…has powerful educational implications…. A primary concern throughout would be the development of the individual's capacity to adopt and to maintain the aesthetic stance, to live fully and personally in the literary transaction. From this could flow…a humanistic concern for the relation of the individual literary event to the continuing life of the reader in all its facets—esthetic, moral, economic, or social" (Rosenblatt, 1978, p. 161).

environments in which literacy is learned and used. From this “sociocognitive perspective” (Langer, 1986), literacy must be understood in a situational sense. Students bring particular knowledge and values to the learning process, so literacy occurs in ways that are particular to the needs and social contexts of learners. Social context affects the strategies learners use to acquire literacy, the kinds of literacy that is valued as being successful, and the purposes selected for reading (Langer, 1986).

Langer proposes a learner-centered literacy classroom grounded in purposeful experiences that are valued within the social context (Langer, 2002). Educators must seek to understand the background experiences that each student brings to the classroom as well as to determine the school experiences that might prove to be beneficial to help learners develop as readers. This requires an examination of the peers, the attitudes, the expectations, the home influences, the communications, and the values of each learner. "It means that if we want students to become more highly literate, the social context of education- what is valued, how people interact about it, and how things get done- all need to change" (Langer, 2002, ¶13).

During an eight-year study, Langer (1997) collaborated with students in fifty classrooms to describe instructional cultures that promote positive literacy thoughts. This research indicated two varying perspectives, called "orientations," from which students read; choice of orientation was affected by social context and the uses that had been suggested for the text. Similar to Rosenblatt’s (1978, 1995) efferent reading stance, Langer’s “discursive orientation” occurs when individuals read to glean information. By contrast, the “literary orientation” parallels Rosenblatt’s aesthetic stance. Readers who exhibit literary orientations read primarily to engage in the experience of doing so.
Langer’s work also describes four “stances” by which the reader might interact with text: "Being Out and Stepping Into an Envisionment;" "Being in and Moving Through an Envisionment;" "Stepping Out and Rethinking What One Knows;" and "Stepping Out and Objectifying the Experience" (Langer, 1991a). Choice of stance within the literary orientation is dependent upon individual readers' experiences, social histories, and backgrounds (Langer, 1991b). Langer's work identifies successful literacy classrooms as those that foster the literacy orientation. Such instructional settings allow for individual transactions with text within a supportive social framework. Instructional techniques in these classrooms "…grow from the human communications that develop when the participants interact in their literary community….to help the collective as well as individual thinking move along" (Langer, 1997, p. 7). Langer’s literacy theories suggest that, in order to foster engaged and enthusiastic readers, educators should acknowledge individual response while also encouraging a social learning experience involving discussion, debate, and dialog (Langer, 2002).

There are several instances of specific teaching methodologies that utilize variations of social cognition and observational learning. For example, many elementary educators utilize the "think-aloud" strategy whereby they verbalize thought processes during an instructional activity (Cunningham, Hall, & Sigmon, 1999). Often, elementary teachers engage in guided reading practices described by Fountas & Pinnel (1996) and/or use socially-based discussion strategies such as literature circles (Keene & Zimmerman, 1997). Modeling strategies form the first step in many lesson-plan formats: demonstration, guided practice, and independent practice (Project VOICE, n.d.). Such instructional techniques indicate that social learning theories are effective existing
educational strategies, already recognized to impact reading disposition, motivation, and achievement. Teacher-directed instruction must be balanced by student-centered strategies that have social context at their core (Langer, 2002). Keene & Zimmerman (1997) state:

If reading is about mind journeys, teaching reading is about outfitting the travelers, modeling how to use the map, demonstrating the key and the legend, supporting the travelers as they lose their way and take circuitous routes, until, ultimately, it's the child and the map together and they are off on their own (p. 28).

Attitudes, Motivation, and Modeling

In the context of socially-based learning theories, students develop attitudes toward and motivations for reading largely by imitating those displayed by influential persons—parents, peers, and teachers (Bandura, 1977; Vygotsky, 1978). Reading dispositions are also dependent on social context and necessity. Hoewisch (2000) determined that much of what teachers do in their classrooms is based upon their own previous school experiences. The reading attitudes and motivations that teachers bring to their instructional practices are influenced by post-secondary literacy experiences as well (Applegate & Applegate, 2004; Ruddell, 1995).

Guthrie, Bennet, and McCough (2003) found students' intrinsic motivations to read (specifically curiosity, challenge, aesthetic appreciation, social modeling or self-efficacy) to increase in numbers and strength over time. By contrast, extrinsic motivations (competition, efferent reading tasks, compliance, and behavioral reinforcements) do not impact students' reading engagement over time. Guthrie, Bennet,
and McCough's research suggests that students' motivation to read can be viewed as a subset of attitude toward reading.

Applegate and Applegate's research (2004) depicted minimal reading motivation, recursive reading attitudes, and lack of positive models among preservice teachers. Applegate and Applegate concluded that participants identified as "unenthusiastic readers" consistently lacked prior positive school reading experiences and memorable reading teachers. However, some of the respondents in this study indicated that college instructors and post-secondary reading experiences had increased their reading motivation. This finding suggests that attitude intervention is possible at any level; preservice teachers modify their attitudes based upon college role models (A. Applegate, personal communication, November 16, 2004). The decision to modify behavior by observational learning and the degree to which certain individuals are selected for modeling over others will be determined both by functionality and appeal (Bandura, 1977).

Ruddell's study (1995) is based upon sociocognitive reading theory, a context in which teachers' prior knowledge, beliefs and attitudes provide critical influence in their classrooms (Langer, 1986). Ruddell compiled in-depth interviews, videotapes, and field observations to identify features that distinguish those educators perceived by former students as "memorable." These memorable educators were termed "influential teachers." Use of highly motivating teaching strategies, creation of intellectual excitement, and display of positive attitudes were attributes common to "influential teachers."
This process recognizes that the reader and the teacher read much more than text…. Of course, students and teacher read the text-on-the-page. But students in particular also need to read the task, the authority structure (who is in control), the teacher (including the teacher's intentions and expectations), and the sociocultural setting….Influential teachers are not only aware of this process, but they have developed instructional strategies to facilitate it" (Ruddell, 1995, p. 460).

Interestingly, those persons identified as influential teachers described their own beliefs and teaching styles as having been shaped by three key influences: their parents, their self-identities as teachers and learners, and their own previous influential teachers. Ruddell's study confirms that, in order to positively impact student attitude and motivation, literacy must be intentionally structured and modeled by influential teachers. It also offers classroom and personal characteristic descriptors shared by those identified as influential teachers. However, Ruddell’s research does not elaborate on the kinds of structured teacher-preparation experiences that may help to impact the attitudes of influential teachers for the future.

Teacher modeling exerts enormous influence on students' general attitudes, activities, interests, and efforts (Follman, 1994; Haggard, 1985). Research has indicated that a demonstrated love of reading, enthusiastic reading-related classroom dialog, and modeled reading strategies significantly increase students' literacy skills and motivations; in particular, testimonials, such as teachers and/or students sharing reading experiences and books with others, have proven to be especially effective motivators. (Alainis, 2004; Danielson & Rogers, 2000; Gehring, McGuire, Parr, & Wiles, 2003; Luna, Urbanski, & White, 2002; Mariage, 1995; Richardson, 2003; Worthy, 2002).

Working with 1200 fourth through eighth-grade students, Allen (2003) determined that the majority of respondents felt their attitudes and abilities were most positively impacted by teachers' enthusiasm in reading the "good stuff," those texts the
students perceived to be aligned to their interests and purposes and with which their teachers actively modeled engagement.

A case study involving thirty fourth-grade teachers in twenty-four schools sought to identify teachers and classrooms that were perceived to be "effective" (Allington & Johnston, 2000). According to this research, the ability to create a sense of conversational classroom community particularly distinguished effective teachers. "The talk was described as respectful, supportive and productive and was not only modeled by the teacher in interactions with students, but also deliberately taught, and expected" (Allington & Johnston, 2000, ¶60). These researchers concluded that effective teaching practices spawned collaborative learning environments where social modeling could become commonplace.

Asselin (2004) identified modeled reading enjoyment as the most effective strategy for the promotion of recreational reading. Additionally, Asselin's study displayed examples of "prestigious modeling" (Bandura, 1977) wherein certain models have greater impact on readers’ dispositions than others. Krashen & Brassell (2003) reported similar findings in their study of the "Celebrity Readers' Project," a literacy strategy observed in a third-grade classroom. The teacher invited adults that students perceived to be influential, the "Celebrity Readers," to come into the classroom and share favorite books. The study found that text presented by the "Celebrity Readers" had been read and discussed significantly more frequently than other books in the classroom library. This suggests that text recommended or read aloud by memorable adults increases student interest and motivation to read.
Additional research indicates that teacher modeling not only promotes student engagement, but that intentional use of teacher modeling also enhances student comprehension of both narrative and expository texts (May, 2001). A study by Franklin (1993) demonstrated that educators who had been specifically trained in observational modeling techniques ensured significant gains in their students' reading achievement scores. Another study (Leach, 1993) paired low-achieving third-grade students who displayed negative reading attitudes with positively inclined high-achieving third-grade students who modeled positive reading dispositions and engaged reading strategies. On post-test instruments, students previously-identified as being low-achieving showed significant gains in both attitude and achievement.

Research of this type indicates that, in order to effectively transmit love of literacy and learning, teachers must first demonstrate their own enthusiasm. Lucy McCormick Calkins (as quoted in Strauss, 2004) states, "Kids need to understand what literacy is for. The most important thing first is to help them fall in love with books…. You can have all the programs in the world, but the good teacher is what makes the difference" (¶12 and ¶24). Reading attitudes appear to be contagious; one of the primary goals of a literacy educator ought to be to promote and to model positive dispositions in the classroom.

To Read or Not to Read? The Aliteracy Question

An article in The Washington Post laments Americans' lack of reading engagement (Strauss, 2005, ¶1). Researchers and social commentators variously term those people who make a conscious choice not to read (although they are capable of doing so) as: “aliterate” readers (Beers, 1996a; Goodwin, 1996; McKenna, Kear, &
Ellsworth, 1995; Thimmesch, 1984), “marginalized” readers (McCarthey & Moje, 2002; Schofield & Rogers, 2004), “alienated” readers (Oldfather, 1994), “reluctant” readers (Hamston & Love, 2003), or “resistant” readers (Reeves, 2004). Recent statistics show a steady decline in the number of Americans who claim to read text of any sort, but especially books construed as "literature" (Strauss, 2005). The most dramatic drop in reading habits has occurred among young adults aged 18-24 (McLemee, 2004). Other English-speaking countries such as Great Britain and Australia report similar statistics (Brennan, 2003; Sainsbury, 2004; Wickert, 1990).

Adult readers' engagement with and enjoyment of reading is determined by the kinds of texts to be read and the purposes set for their reading. In a study of adults' reading dispositions, Smith (2000) found a significant three-way interaction between occupation, setting, and reading source. Gender, race, and education also consistently predict adult reading habits and patterns (Scales & Rhee, 2001). Scales & Rhee (2001) determined that most adults cannot be neatly grouped as either avid readers or alliterates but instead can be loosely classified in one of four ways.

- **Illiterate** readers lack the cognitive or developmental ability to decode and/or make sense of text.
- **Aliterate** readers can read but do not want to do so.
- **Selectively literate** persons read only a singular type of text for a specific purpose.
- **Actively literate** readers exhibit reading at all times and for all facets of their life.
Family, school, and peer cultures have been determined to have the greatest influence on the development of adults’ reading habits (Gersten, 1996; Pardon, 1993). Jarvis (2003) claims, "Attitudes to reading (are) shaped by a complex interplay of desire and aspiration, consumption and identity/identification" (p. 273).

Goodwin (1996) surveyed forty post-secondary students from a variety of undergraduate majors and found that, while all performed above the twelfth-grade reading level on standardized comprehension tests, the majority identified themselves as aliterate. These students indicated that they disliked reading and rarely read unless texts were required. Their reading habits did not represent illiteracy; the students were, for a variety of reasons, displaying aliteracy. Goodwin’s research (1996) identified six reasons why aliteracy occurs among these college-aged subjects:

- **Self-perception**— Students undervalued their reading abilities and perceived themselves to be poor readers.

- **Early educational experiences**— Students did not recall positive elementary experiences with literacy and were unable to identify an influential teacher during formative language years. These students also attributed their lack of enthusiasm to repetitive reading skill work and over-analysis of literature.

- **Home influence**— Students recalled that their parents promoted reading at home, but little reading was modeled.

- **Availability of print materials**— Students indicated that little cost-free reading material, such as campus newspapers, was available, and that they
were not inclined to purchase items. Although cost-free text was available in the library, these students did not report spending significant time there.

- **Time**— Students consistently asserted that academic time constraints forced them to prioritize reading tasks. These respondents reported reading required materials (especially those that would be included on a test) but rarely selected to do extraneous reading.

- **Structure of higher education**— Students believed that college professors delivered important information by means of lectures; therefore, there was little need for reading outside of class.

This study offers well-defined conclusions about why college students do not read, but it does not explore ways in which literacy habits might change or be changed throughout post-secondary experiences.

Although not a formal research study, a descriptive article by Ramsay (2002) offers an anecdotal look at one college professor's experiences with and understanding of aliterate college students. Ramsay maintains that, by classifying aliteracy only as a lack of reading among capable readers, educators assume that "...aliteracy is a chosen form of illiteracy, and therefore borders on being a self-inflicted handicap—a radical rejection of literate and literary culture..." (Ramsay, 2002, p. 52). It is Ramsay's contention that aliterate college students do not lack reading habits, rather they have lost reading habits due to a variety of factors including comprehension difficulties, reading slowness, peer and time pressures, and a dislike of assigned texts.

Many post-secondary students enrolled in the education department display similar negative dispositions toward reading (Applegate & Applegate, 2004; Dreher,
2003; Schoefield & Start, 1977; Supon, 2001). A seven-year study of preservice educators (Kolloff, 2002) found that 42% of student teachers and 28% of graduate education students reported not reading for pleasure. Such research identifies the existence of aliteracy among those studying to become teachers, but it does not identify either causes of or interventions for such aliterate tendencies.

Lutrell & Parker (2001) used a variety of ethnographic data from four North Carolina high schools to redefine literacy and/or aliteracy among secondary students. "Rather than assuming that students are not reading and writing, the project investigated how and why students are doing the reading and writing that they do" (Luttrell & Parker, 2001, p. 236). This study concluded that students' dispositions are often at odds with the expectations of formal high-school literacy instruction. Subjects in this study linked perceptions about reading to their own interests, attitudes, and identities rather than to formal literacy instruction. Similar disconnects between students’ attitudes toward “required” school reading and toward self-selected texts have been noted in other studies of adolescent readers (Baker, 2002; Guthrie & Davis, 2003; Lenters, 2006; Reeves, 2004; Strommen & Mates, 2004; Worthy, 2002). In this research, “...apathy is noted...as a reactive posture, in part a response to perceived irrelevance...” (Lenters, 2006, p. 141). However, these studies did not attempt to identify students' perceptions about those instructional practices perceived to have or to be able to have more effective impacts on positive reading dispositions.

In order to describe characteristics and causes of aliteracy, Beers (1996a) observed two seventh-grade classrooms for a year and conducted in-depth interviews with specific students. Beers received a range of responses which suggested that the term
"aliterate" refers not to an entire social or educational group but instead to individuals with varying attitudes about themselves, about others, and about reading. Beers concluded that literacy habits and attitudes are formed before a student enters school and are then reinforced or modified by occurrences in the elementary grades and beyond. This research identified and described three types of aliterate readers (Beers, 1996a):

- **Dormant readers** like to read and perceive themselves to be good readers. They maintain a positive attitude about reading, however they either can't or won't make time to read.

- **Uncommitted readers** maintain negative attitudes toward reading and believe reading is a skill. However, uncommitted readers do not dislike their peers who are avid readers and remain uncertain as to whether they, themselves, might choose to read more in the future.

- **Unmotivated readers** display consistently negative attitudes both towards those who did chose to read and toward the possibility that they might read in the future.

Beers’s subsequent work not only classified aliterate students, it also identified specific instructional strategies that reconnected such students to reading, including: participation in reading activities such as book and reading clubs, personal choice of text (including non-fiction and illustrated books), teacher read-alouds, art activities, and parent modeling (Beers, 1996b). These strategies imply ways in which teachers might interact with aliterate students, but they do not address the aliterate teachers, themselves.

Aliteracy is problematic at the elementary level as well. McKenna & Kear (1990) produced the Elementary Reading Attitude Survey (ERAS), an instrument designed to
measure elementary students' attitudes toward reading. However, such an instrument, while exhibiting excellent validity and reliability, was determined to be useful only so long as it informed instruction. This research suggests that educators ought to use an instrument such as ERAS to determine pre-existing attitudes of their students and then to make use of these findings to design interventions that affect dispositional change.

Other studies have examined factors that affect the development or modification of elementary students' literacy attitudes. Shapiro and Whitney (1997) studied 39 elementary readers ranging from avid to aliterate in an attempt to discern those home and personal factors that impacted each student's reading choices and habits. Decker (1985) examined reading instruction in other countries, specifically New Zealand and Greece, to determine those classroom techniques and instructional practices effective at promoting positive reading attitudes. Decker's study suggested that elementary students gain positive reading attitudes from strategies such as: a de-emphasis on the reading basal, less time spent teaching for competency testing, emphasis on self-selection of books, and interconnected reading and writing lessons.

Research indicates that opportunities for positive early literacy experiences created both by parents and other community members (especially intentional teacher modeling) coupled with relevant use of literacy skills are effective ways to positively impact reading dispositions (Baker, 2002; Decker, 1985; Shapiro and Whitney, 1997; Wickert, 1990). "What is read, how it is read, whether and how it is discussed, and the teacher's beliefs about reading, learning, and literature all influence the experience of a child with text" (Galda, Ash, & Cullinan, 2000, ¶ 18). However, none of these
elementary studies considered evaluating or affecting change in the reading attitudes that might be pre-existing among the teachers themselves.

Aliteracy and Attitude

Aliteracy and attitude are highly interrelated. The literature reviewed indicates a link between negative attitude towards reading and the choice not to read—aliteracy. Beers’s work (1996a, 1996b) with aliterate students documented such underlying dispositions toward reading. "After close observation, I was able to see their fears and frustrations and understand the attitudes behind their behavior" (Beers, 1996a, p. 33).

Based upon a 2001 Progress in International Reading Literacy Study (PIRLS), researchers in England discovered that, although British children's reading skills placed them third internationally, their reported enjoyment of reading was ranked poorly (Ogle, et al., 2001). In a subsequent research study conducted on behalf of the British Department of Assessment and Measurement, Sainsbury (2004) surveyed groups of nine and eleven-year-old students in 1998 and again in 2003. In both surveys, the younger respondents reported greater enjoyment of reading than did the older students, and girls' responses were significantly more positive than boys'. More importantly, a comparison of the two groups of surveys clearly indicated a decline in positive attitudes towards reading across genders, ages, and the intervening five years.

Haverty (1996) published findings from an action research project that examined elementary students' attitudes toward reading. Subjects were selected from kindergarten, first grade, second grade, and sixth grade at a midwest American school; their negative reading attitudes were documented by means of parent and student surveys as well as
researcher observations. Haverty identified three categories of intervention that produced significant improvement in these students’ attitudes: institution of a read-aloud program at home and at school; increased classroom time devoted to free-choice reading; and implementation of a literacy awareness program. As indicated by a 27% increase in the number of minutes spent reading, sixth-grade students showed the greatest gain in reading engagement. Haverty's study suggests that intentional strategies can change reading attitudes among elementary students.

Sanacore (2002) referred to positive reading attitude synonymously as "becoming a lifetime reader," "positive reading habits," or "lifelong literacy learning." This researcher contended that elementary children benefit from opportunities designed to promote positive lifetime literacy and that the impact of such instructional practices is often particularly pronounced for students with special needs. Assuming appropriate "scaffolding" support for students who experience difficulty with literacy acquisition skills, Sanacore's findings offer four teaching ideas to improve elementary learners' reading habits. Three of these suggestions are strategic, meaning they provide concrete teaching or classroom management techniques. However, the fourth suggestion involves direct pre- and post-assessment of students' attitudes to reading. Sanacore’s research proposes attitudinal pretests that afford teachers a baseline from which to plan intervention strategies as well as post-test surveys that determine the success or failure of attitudinal intervention strategies. "Educators who consider these (attitudes)... will take pride in observing future generations of citizens who not only are able to read but also want to read" (Sanacore, 2002, p. 83).
Smith (1990b) reported long-term ramifications of reading dispositions. This longitudinal study attempted to correlate measures of childhood reading attitude with the attitudes those same individuals would display as adults. Smith determined that, while several instruments existed to measure children's reading disposition, there was no adequate measure of adult attitudes available. The Adult Survey of Reading Attitudes (ASRA) was developed and tested specifically for this purpose (Smith, 1990a).

Smith's data revealed interesting findings about adults' attitudes towards reading as well as about attitudinal transfer from childhood to adulthood. In terms of adult disposition, Smith discerned significant attitude differences among levels of educational attainment, between occupational groups, and between genders. Smith's research suggested that a young adult (college-age) measure of reading attitude was the best predictor of adult reading attitude and that attitude measures from ninth grade were the second-best predictor. "Positive attitudes about reading that are fostered—particularly during the later school years—will remain positive in adulthood" (Smith, 1990b, p. 219). However, Smith reported that elementary childhood measures tended to be relatively poor predictors of adults' dispositions toward reading.

This research is particularly relevant for post-secondary educators. It indicates that students' college reading experiences may have long-term consequences for the attitudes towards literacy that they will exhibit the rest of their adult life. Yet, this research did not attempt to specify those experiences that are particularly effective at fostering such positive dispositions at the college level.

McCabe and Miller (2003) devised a questionnaire to discern if college students’ experiences with tutoring elementary-aged children could affect attitude change. The
questionnaire was designed around four dimensions: attitude towards self, attitudes toward children, attitude toward tutoring, and attitude toward others; significant positive attitude changes were found along all four dimensions of the questionnaire. This study is of interest in that tutoring in the subject of elementary reading did affect a change across college-aged students attitudes. It would be anticipated then that the work that preservice teachers do with children would have the tendency to result in more positive dispositions among the pre-professionals themselves.

**Reading Choice and Motivation**

If aliteracy is a choice not to read, such a choice will be influenced by a reader's motivation (or lack thereof) to engage in a literacy activity (Guthrie, 2001). A qualitative study of four second-grade students and their reasons for reading indicated that reading motivation is multifaceted; that is, each student was motivated to read by different factors and exhibited an individual personality as a reader (Cole, 2003). This study described self-efficacy, attitude, and values as the core beliefs that had most affected the motivation of these students to learn. Of these, attitude was most clearly identified as a causal factor affecting students’ intentions to read and most impacted their choice to engage in the act of reading or not. "While students often arrive in our classrooms with attitudes firmly in place, it is our goal to help them enhance positive attitude and modify negative ones" (Cole, 2003, p. 328).

An action research project conducted with kindergarten, first, third, and high school special-education students suggested a link between reading attitude and motivation (Duignan, Klioris, Porter, Rockett, & Vogwill, 2002). Pre- and post-surveys
about students' interests in books indicate that affective reading behaviors are impacted most by parental involvement and support, ease of accessibility to a public library, and the value placed on books in students' homes. However, the study documented student attitudinal changes based upon teachers' awareness of motivation levels and intentional strategies to accommodate them. This study also sought to correlate student reading performance and motivation or attitude, but no significant results were obtained.

The availability of books, reading awareness, and positive reading models have been determined to increase both students’ intrinsic reading motivation and the amount of time they are willing to devote to reading (Morrow, 1992). Lippe and Weber (1996) and Wojciechowski & Zweig (2003) utilized teacher observations, parent checklists, and student surveys to document aliterate elementary students’ choices not to read, while Joyce (2003) identified similar reading choices at the high-school level. However, these studies also found significant increases in reading motivation and in the amount of time students spent reading once specific intervention strategies were implemented. Research like this indicates that reading engagement may be fostered by an emphasis on reading motivation; students will begin to read both because they both want to and because they self-select to do so.

Allen (2003) solicited intermediate-aged (grades 4-8) students' advice about the design of successful literacy classrooms. Students were directed to offer suggestions about those factors that they felt might improve their attitudes toward reading and also might increase their ability to read difficult or diverse texts. Conversely, students were encouraged to discuss factors that limited their reading successes or inhibited their inclinations to read at all. Results of this study suggest several consistent themes about
what motivates students to read. Classroom practices, including teacher read-alouds and shared reading choices, topped the list. Students termed the type of books that they considered to be motivating and of high interest "the good stuff" and indicated that they responded most positively to instruction connected to those types of texts. Respondents indicated that read-alouds and shared reading impacted their learning about what good reading sounds like, their acquisition of new vocabulary, their ability to read increasingly difficult texts, and their understanding of teacher-modeled strategy instruction. Allen's study included descriptors for each of these areas and indicated that, if they are properly motivated, students are willing to engage in reading behaviors and will choose to do so.

Guthrie (2001) also examined ways in which classroom context may foster children's reading engagement and motivation. Although Guthrie makes a clear distinction between motivation and attitude, this study indicates that appropriately engaging classroom context provides an antidote for aliteracy. "An engaged reader comprehends a text not only because she can do it, but because she is motivated to do it" (Guthrie, 2001, ¶6). Using findings from this study as well as empirical or theoretical support from other educational research, Guthrie supposes reading engagement, attitude, achievement, and practices to be interdependent. "I believe that engagement in reading increases the occurrence of reading outcomes (e.g. achievement, knowledge, and practices), I also expect that positive outcomes increase engagement" (Guthrie, 2001, ¶42).

Wigfield and Guthrie (1995) developed a questionnaire to measure reading motivations of 105 fourth- and fifth-grade students. The survey instrument, entitled the "Motivations For Reading Questionnaire" (MRQ), reflected both intrinsic and extrinsic
motivational factors affecting students' reading engagement. Data from the survey addressed research questions regarding motivation for reading, gender or grade differences in motivation for reading, and the relationship between reading motivation and students' reading behaviors. Although the study indicated a slight decline in reading motivation across grades and school years, this research did not precisely determine when and why the decline in attitude and motivation occurred. Wigfield's and Guthrie's work also identified a difference in reading motivation across gender; girls displayed more positive motivations and attitudes as well as reading a larger quantity of material than did boys. Intrinsic motivation and self-efficacy were found to be the strongest correlates for reading frequency of all students surveyed, regardless of age or gender. A secondary finding of the study was the correlation between social reasons for reading and the number of hours that students read. Although correlation does not evidence causality, these results suggest that increased opportunities for reading at home and at school might increase reading engagement.

Relevance of text influences students' motivations to read (Guthrie, et al., 2004). In a comparison of Concept Oriented Reading Instruction (CORI) and Strategy Instruction (SI), students' intrinsic motivation for and their self-efficacy about reading increased only in the group utilizing CORI instruction. CORI instruction involves a linking together of reading comprehension and another content area in an integrated manner; SI entails the teaching of multiple reading strategies suggested by the National Reading Panel (2000). In another study, students evidenced greater achievement and attitude improvement in classrooms that utilized self-selected reading and open-ended relevant tasks than in those with traditional teacher-directed drill and practice techniques
(Stahl, McKenna, & Pagnucco, 1994). Findings like these demonstrate that relevant instructional practices can reverse declines in reading motivation and the negative reading attitudes that generally accompany them.

Accomplished readers' motivations for reading will vary depending on the text being read and the purpose set for its use (Smith, 2000). Rosenblatt (1995) described the efferent and the aesthetic stances as exemplifying two extremes in a continuum of reading purpose. The efferent stance aids readers to obtain and retain material from text, while the aesthetic stance enables readers to "…construct new understandings of themselves and the world as they transact with texts" (Mills, Stephens, O'Keefe, & Waugh, 2004, p. 47). Mizokawa and Hansen-Krening (2000) stress that reading, regardless of purpose, is ineffective without response; therefore purposeful (efferent) reading ought to be complimented by aesthetic reading since that is how reader response occurs. "The act of reading should be distinguished from the reading experience…" (p. 72). By affording readers opportunities for aesthetic reading response, it is possible to foster positive dispositions and impact academic growth. (Duignan, Klioris, Porter, Rockett, Vogwill, 2002).

The Attitude and Achievement Connection

Reading instruction has student achievement as its goal. *Put Reading First*, a study funded by the National Institute of Literacy specifies the instructional goals identified in the Report of the National Reading Panel (2000) and offers specific literacy teaching strategies deemed to be effective (Armbuster, Lehr, & Osborn, 2003). The *Put Reading First* standards mandate reading achievement for all students. Taken in
isolation, these educational stipulations do not appear to necessitate that teachers be concerned with students' dispositions toward reading. However, several studies have documented a link between reading attitude and achievement (McKenna & Kear, 1990; Smith, 1992) and point to various consequences that aliteracy could have (Baltas, 1986; Ghaith, & Bouzeineddine, 2003; Roettger, Szymczuk, & Millard, 1979; Schofield, 1980).

Roettger, Szymczuk, & Millard (1979) randomly selected 697 subjects from 317 schools in Iowa and correlated attitude and achievement means. Students displaying high achievement in reading comprehension and vocabulary acquisition had correspondingly high reading attitude scores, thereby confirming a strong correlation between reading disposition and literacy achievement. In fact, readers who exhibit fluency, comprehension, and engaged reading habits tend to display a balance between three interdependent domains—affective, behavioral, and cognitive (Mizokawa & Hansen-Krenig, 2000).

Cosgrove (2001) surveyed students about self-perceptions and found that 71% of learners who characterized themselves as being able to read well displayed positive attitudes toward reading. However, out of those students who considered themselves to be poor readers, none displayed a positive disposition toward reading. Significant differences between high and low achieving students have also been revealed across the variables of attitude and gender (Ghaith & Bouzeineddine, 2003).

Not only do student dispositions affect achievement, teacher attitudes may also impact students' reading skill development. A nationwide survey of teachers by Morrison, Jacobs, & Swinyard (1999) determined a significant relationship between engaged teacher readers (those who read personally) and such teachers' use of
recommended literacy practices; students’ positive attitudes toward reading and high levels of achievement correlated strongly with high achievement and positive reading attitudes among their corresponding teachers. Attitudes (positive or negative) adopted and modeled by teachers match the student achievement (high or low, respectively) they produce (Schofield, 1980).

Baltas (1986) attempted to determine significant predictors of reading achievement. Seven variables (SAT verbal scores, college GPA, metacognition about person, metacognition about strategy, two measures of attitude toward reading, and a measure of reading habits) were compared across two subgroups of preservice teachers (those characterized as "good" readers and those characterized as "bad" readers). Results of Baltas’s research indicate that a measure of reading attitude may be the most consistent predictor of achievement.

The relationship between reading attitude and achievement does not always appear to be straightforward. Kush, Watkins, and Brookhart (2005) determined that, by adolescence, attitude becomes a causal determinant of reading achievement. During the primary grades, no significant correlation between students' dispositions towards reading and their achievement scores could be made; however, primary achievement and attitude were found to be predictors of seventh-grade reading achievement. This research supposed that attitude and achievement might have a "temporal interactive effect" (p. 19), and that attitudes developed as early as the primary grades have important ramifications for the subsequent attitude and achievement of adolescence and adulthood. This suggests that early behaviors acquired by means of observational modeling are the foundation upon which later reading dispositions and behaviors rest.
Several other studies have reported contrasting findings regarding connections between positive or negative attitudes and reading achievement. In a comparison of high-school students identified for "gifted" or "regular" education, Smith (1992) reported that gifted students tended to read for longer periods of time than did non-gifted students; however the differences in volume of reading (number of pages read) and students' attitudes toward reading were not significant. Roettger, Szymczuk, and Millard (1979) investigated the relationship between the reading attitudes and achievement levels of 697 intermediate students. Although the study indicated a significant difference in attitude between high and low-achieving students, correlations between attitude and achievement were relatively low. This research indicates that, although some students may exhibit exceptional reading skill, they may not be actually like to read. Conversely, students may display favorable attitudes toward reading but be hampered by limited literacy skills, such as vocabulary acquisition or comprehension strategies. There is also some indication that the types of text selected (materials requiring efferent versus aesthetic stances) vary between high and low-achieving students (Smith, 1992). Additionally, while struggling readers may become resistant readers, the converse is also true; resistant readers may also become struggling readers (Lenters, 2006).

Accomplished readers share several common characteristics; they are intrinsically motivated; they display positive attitudes towards reading; they recognize comprehension as the goal of reading; and they self-monitor meaning-making processes by switching between the efferent and aesthetic stances as needed (Asselin, 2004; Garrison & Hynds, 1991; Taylor, Pearson, Peterson & Rodriguez, 2003). As educators seek to improve students' reading skills, emphasis on achievement must be balanced by consideration of
motivation, attitude, and reading stance. Perhaps it is true "…that classroom reading instruction is enjoying…it best and worst of times" (Reutzel & Mitchell, 2003, p. 6).

**Teachers As Readers**

As "prestigeful models" (Bandura, 1977), teachers are responsible for creating the classroom learning environments and for modeling the reading behaviors that will most positively impact their students. Teachers' own literacy experiences and attitudes have consequences for their pupils (Follman, 1994; Ruddell, 1995). Students learn to be lifelong readers from watching the adults in their lives (Danielson, & Rogers, 2000), so it is imperative that teachers model reading enjoyment for their students (Allington & Johnston, 2000; Asselin, 2004; Mariage, 1995). Perhaps more importantly, in this age of high-stakes testing, teachers who read personally have been shown to utilize recommended literacy instructional practices in their classrooms (Morrison, Jacobs, & Swinyard, 1999). Affective factors also inform teachers' selection of course readings and their presentation of them (Bischoping, 2003).

Although many educators strive to keep up with professional reading obligations, most teachers report not having time or encouragement to select books for pleasure-reading or to model pleasure-reading in the classroom (Van Leirsburg & Johns, 1994). In surveys of preservice and inservice teachers, Kolloff (2002) discovered that 42% of preservice teachers and 28% of inservice teachers reported being currently engaged in pleasure reading. Block and Mangieri (2002) reported a bimodal distribution of teachers' knowledge of literary genres necessary for balanced literacy instruction. Survey
respondents were either classified as "very knowledgeable" or "not at all knowledgeable" with very few educators falling in between.

Bisplinghoff (2002) maintained a daily reflective reading journal containing observations of students' decision-making and reading practices; the resulting compilation formed a detailed self-study and reflected teachers' notions about literacy. Bisplinghoff observed that most teachers considered reading to be an essential skill but did not recognize it as "…fundamental to (a) sense of professional authority" (p. 243). Bisplinghoff asserts that, along with understanding reading to be the act of the teaching of literacy skills, educators ought to acquire a sense of reading as self-sustenance.

Such research indicates a cyclic pattern of reading disposition and suggests the existence of aliterate teachers—those who neither model positive literacy habits nor excite their students about reading. As a result, students are not able to utilize observational learning to develop a love for reading and will mature into adults who are also unable to pass along positive reading attitudes (Applegate & Applegate, 2004; Jarvis, 2003; Kolloff, 2002; Whatley, 2003). Other studies document ways to interrupt this recursive reading cycle such as: reflective writing or journaling; teacher personal and professional discussion groups; library book talks; revised teacher-preparation courses; student-centered conversation about books; administrative support and professional development opportunities; integrated curricula; and read-alouds (Bisplinghoff, 2002; Block & Mangieri, 2002; Commeyras, Bisplinghoff, & Olson, 2003; Gersten, 1996; International Reading Association, 2003; Kolloff, 2002; Ramsay, 2002; Sanacore, 2002).
Recursive Reading Attitudes and Teacher Education

Jarvis (2003) concluded that adult learners’ dispositions toward reading had already been firmly established before post-secondary experiences; attitudes had been “…shaped by a complex interplay of desire and aspiration, consumption and identity/identification (p. 273).” This study indicates that, by the time young adults make the decision to become teachers, their attitudes about and motivations for reading are already firmly in place. R. Smith (1991) references prior school experience as a "barrier to teacher development." Preservice teachers' dispositions will thus impact the development of their instructional practices and, eventually, their future students' attitudes toward reading and literature (Asselin, 2000; R. Smith, 1991).

Research describes the interconnected nature of preservice teachers' attitudes and the lesson-planning they do for literacy methods courses (Cheek, Steward, Launey, & Borgia, 2004). In the creation and administration of the "Teachers' Reading Aptitude Voice' Scale" (TRAVS), Cheek, Steward, Launey, & Borgia (2004) documented ways in which preservice teachers' reading beliefs corresponded to their decisions about instruction, resource use, collaboration, and student experience. Additional research indicates that attitude and motivation impact achievement (Cosgrove, 2001; Kush, Watkins, & Brookhart, 2005; Mizokawa & Hansen-Krenig, 2000; Morrison, Jacobs, & Swinyard, 1999; Roettger, Szymczuk, & Millard, 1979). If teachers of tomorrow are to be prepared to design effective and engaging lessons adequate for ensuring student achievement, it is imperative that teacher preparation programs take attitude into consideration (Applegate & Applegate, 2004; Haggard, 1985; Hoewisch, 2000; Ruddell, 1995).
Existing studies document the existence of aliteracy among college education majors (Gersten, 1996; Goodwin, 1996; Jarvis, 2003; Kolloff, 2002; Ramsay, 2002) and have begun to describe the intimate connection between observational learning and recursive attitudes (Applegate & Applegate, 2004; Follman, 1994; Haggard, 1985; Hoewisch, 2000; Ruddell, 1995). Depending on the depth and breadth of their post-secondary experiences, preservice teachers' attitudes and motivations may continue to be positively or negatively influenced into adulthood; therefore, teacher preparation programs should be designed to impact preservice teachers' reading habits and to affect a change in their motivations and engagement (Applegate & Applegate, 2004; McCabe & Miller, 2003). Several researchers have suggested that specifically structured experiences within post-secondary literacy courses can modify the reading dispositions of preservice teachers. In order to break a seemingly recursive cycle of negative reading attitudes, teacher preparation programs must be structured so as to include innovative and integrated course configurations for literacy instruction (Applegate & Applegate, 2004; Brennan, 2003; Hoewisch, 2000; Joyce, 2003; McCabe & Miller, 2003).

Students enrolled in education classes report that recollections of influential teachers provided them the greatest impetus to become teachers themselves, and that their attitudes to reading have been most affected by interpersonal connections to role models or mentors (Applegate & Applegate, 2004; Harris, 1999; Hoewisch, 2000; Manna & Misheff, 1987; Ruddell, 1995). In analyzing students' motivations for having selected careers in education, Harris (1999) wrote, "I found myself frequently moved to tears of pride at the marvelous things teachers in the past had done for these young people and occasionally moved to tears of shame at our failures. But everything—the positive and
the negative—hinged not on programs but on the personal relationships between teacher and student" (p. 76).

Education majors cite experiences with interactive teaching practices as factors that help to form positive attitudes towards reading; in fact, most preservice teachers felt that their relationship with a current professor would influence how much they read for his/her specific course (Manna & Mishell, 1987). Interestingly, preservice teachers have also reported that extremely negative interpersonal interactions actually have positive influences on their behaviors in that they consciously select to use such a model as an example of what they will not do in their own classrooms (Harris, 1999; R. Smith, 1991).

However, other than early field or student teacher experiences, little intentional attention is given to opportunities for observational learning during teacher preparation. Darell (2003) reports that preservice teachers "...wished for modeled lessons to occur in their classroom context, which did not fit in with the more inflexible, planned...development program...or past experiences of development in general" (¶ 26). Teacher education courses tend to emphasize the acquisition of information-the efferent reading stance (Applegate & Applegate, 2004; Rosenblatt, 1978). The design of such classes does not take into account constructivist learning theories (Vygotsky, 1978), envisionments of literature (Langer, 1991a, 1991b), social learning theory (Bandura, 1978) or aesthetic reading (Rosenblatt, 1978, 1995). Preservice teachers are beginning to indicate that perhaps they should (Darrell, 2003).

When they enter preparation programs, the majority of preservice teachers predominately evidence the efferent stance toward reading (Applegate & Applegate, 2004; Asselin, 2000). These students report attitudes towards reading largely formed by
experiences with mandated reading. However, these experiences are perceived to have required little personal involvement and/or to have had limited personal relevance (Griffith & Laframboise, 1998; Manna & Misheff, 1987; R. Smith, 1991). Students whose educational background has exclusively stressed the efferent reading stance tend to develop into adults who read efferently and exhibit extrinsic reading motivation. With few exceptions, college-level courses perpetuate this (Dreher, 2003; Hoewisch, 2000; Morrison, Jacobs, & Swinyard, 1999).

Several researchers have suggested that teacher preparation programs should foster reflective practices among preservice teachers, because introspection about previous experiences, past teachers, and personal belief systems that underlie post-secondary training may help to break recursive reading cycles (Darell, 2003; Griffith & Laframboise, 1998; Meyer, 1993; R. Smith, 1991). Such research promotes reflective practice as a process whereby preservice teachers might have the opportunity to recall the social context and influences that have shaped the reading perceptions that they bring to their training and, ultimately, to their own students. Darell (2003) characterized reflective teacher training practices as having four foci: inward, outward, backwards, and forwards. "The aim is that an individual asks questions in these four ways in regards to their experiences. Involved in this is a consideration of internal feelings, the environment and nature of reality, as well as the relationship of the past, present and future as well as the temporal" (¶ 8).

Reflective writing is theoretically grounded in ideas that involve the dichotomous influences of past and present learning experiences (Langer, 1986; Rosenblatt, 1978; Vygotsky, 1978) as well as ideas of reciprocal determinism (Bandura, 1977). In addition,
reflective practices offer preservice teachers' perspectives about influential previous and current literacy experiences; teacher educators can make use these perceptions to inform course design and expectations for students (Darell, 2003; Griffith & Laframboise, 1998; Meyer, 1993; R. Smith, 1991).

Teaching cases (authentic context-based learning situations) tend to be the most common form of reflective narrative in teacher education. Griffith & Laframboise (1998) describe teaching cases as "…accounts of critical incidents during teaching" (¶ 4). However, teaching cases do not afford opportunities to explore origins of reading dispositions or habits. Several researchers have advocated structured teacher preparation assignments based on a more personal narrative style (Applegate & Applegate, 2004; Manna & Misheff, 1987; Meyer, 1993). Often called "literacy autobiographies" or "reading autobiographies," these tasks require that preservice teachers adopt an introspective stance in order to "…gain insights into how we got where we are today as readers…” (Meyer, 1993, p. 7). By analyzing the origins of their own literacy, it is expected that preservice teachers may recognize and understand the social contexts that have shaped their personal reading habits and that they, in turn, may perpetuate into the next generation.


**Hell's Bibliophiles.** This course is intended for students with a bad attitude about reading. It will be conducted seminar-style and will require you to disclose how it was that you learned to dislike reading. This is not a remedial reading course, though it might remedy whatever loss you may feel for having fallen out of love with reading….You will be expected to contribute to the building of a community of readers, or be willing to argue why such an activity would be a waste of time (p. 56).
While this "course description" is meant as a joke, it points to a very real situation. College students in general and preservice teachers in particular enter (and often leave) post-secondary courses with negative reading attitudes (Applegate & Applegate, 2004; Dreher, 2003; Goodwin, 1996; Kolloff, 2002; Schoefield & Start, 1997). Asking them to intentionally reflect upon their experiences is suggested as an essential component of the agendas of teacher educators (Manna & Misheff, 1987; Meyer, 1993). 

Along with reflective practices, teacher preparation courses should include ample opportunity for student encounters with literature (Galda, Ash & Cullinan, 2000; Hoewisch, 2000). Brenner (2003) proposed that discourse about and interpretation of children's literature might prove to be as effective a means of introspection as reflective writing. Brenner insisted that reading and discussing a variety of children's texts affords preservice teachers the opportunity to apply theories and practices of literacy instruction in an authentic context. 

Additionally, experiences with a variety of literature enable preservice teachers to model effective reading habits and to generate their own understandings of literacy teaching and learning (Hoewisch, 2000). Familiarity with children's literature can aid preservice teachers to overcome fear of oral reading, to gain additional time for reading both in and out of class, to become familiar with a variety of titles and genres, to engage in discussion about books and reading strategies (Cunningham, Hall & Sigmon, 1999), and to learn to make text-to-self, text-to-text, and text-to-world connections (Keene & Zimmerman, 1997). Kolloff (2002) argues that both inservice and preservice teachers reap invaluable benefits from rich opportunities to interact with children's literature. "All students have the right to learn from teachers who are knowledgeable about books and
enthusiastic about reading. Those who have not developed the habit of reading should consider exploring the enjoyable pursuit for their own, as well as their students' benefit" (¶ 31).

Asselin (2004) studied a group of thirty-nine preservice teachers with whom she used both literature circle discussions and reflective writing practices. Students reported that their experiences with this literacy course design had motivated them to become more engaged and transactional readers. Perhaps more importantly, 77% of the preservice teachers who engaged in this type of course identified an increased appreciation of aesthetic reading and indicated a new-found belief that pleasure-reading would be an essential part of their future literacy practices.

Technology and Teacher Preparation

As teacher educators plan for literacy course design and delivery, there is a new paradigm to consider. Increasingly, universities and colleges rely on technology to deliver course content. In 2001, an article in Education Week reported on the trend of "...a small but growing number of prospective and practicing educators logging on to computers to earn teaching credentials or bachelors’ and masters’ degrees in a field that ordinarily prizes face-to-face interaction" (Blair, 2001, p. 14). A 2000 study (Higher Education Program and Policy Council of the American Federation of Teachers (AFT), 2001) revealed the following statistics about the growth of online education. In 1998, 48% of two- and four-year colleges and universities offered online classes. But, by the time the study was released in 2001, the number had grown to 70%. In addition, the AFT report compared preservice teachers taking online versus face-to-face courses.
University professors reported that 75% of the online students performed as well or better as their onsite counterparts. A report from the National Center for Education Statistics lists 3.1 million undergraduate and graduate students as being enrolled in distance education courses (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004).

Despite these statistics, post-secondary educators debate the wisdom of offering education courses online. Proponents point to the increased accessibility of distance learning and maintain that online classes encourage independent learning and constructivist teaching practices. However, others consider teaching and learning to be inherently social learning processes and believe direct interpersonal interaction to be essential to a successful educational experience (Distance Education, 2001). The Institute for Higher Education Policy (1999) points out inconsistencies in research regarding distance education. This report summarizes major concerns regarding online teaching: limitations of available technology resources; ease of access to library and other learning materials; ability of online classes to impact student learning beyond factual recall; and suitability of distance education for all subjects and/or all students. The American Association of University Professors (1999) summarized the tension between online and onsite education in this way, "…the development of distance-education technologies has created conditions seldom, if ever, seen in academic life—conditions which raise basic questions about standards for teaching and scholarship" (¶ 3).

Research has also focused on the changing role of the instructor in online education. Kettner-Polley (1998) presented an autobiographical case study describing the metamorphosis that might occur when a traditional educator becomes a distance educator; "…this is only one person's story. On another level, it is a sign of the times.
Traditional academia is rapidly falling apart, and it is the quiet transformation of traditional professors into virtual professors that tells the true story behind this revolution" (¶ 1). In describing the changing role of the instructor, Kettner-Polley’s report also detailed common principles of online learning such as community, accountability, and flexibility.

Smith, Ferguson, and Caris (2001) interviewed twenty-one educators familiar with both online and onsite formats. This data indicated that, not only were distance courses at least as interpersonal as face-to-face classes, one-to-one relationships could actually be enhanced. Additionally, these researchers concluded that online college courses elicit higher-order thinking and increased instructor-student equality.

Fowler (2005) proposed that a distance education format might actually prove to be more academically challenging and pedagogically sound than traditional lecture-based classes. "Despite the fact that online learning is a pretty well-established learning modality, there are those who continue to discuss and debate whether online is 'equivalent' to onsite…. In fact, a recent experience of simultaneously teaching online and onsite has me asking quite the opposite question: Are onsite courses as effective as online?" (p. 8).

Beam and Zamora (2002) recommended that, before educators teach an online course, they ought to first experience the role of online student. This case study documented a six-week class designed as a hybrid course—a mixture of online and onsite course activities—and the experiences of the faculty enrolled in it. By the end of the course, educators had gained insight into online learning from the student perspective and were able to articulate those elements that connoted a successful distance-learning
environment: an intentionally designed reflective and supportive learning environment, flexible course design, opportunities for application of skills being learned, collaboration with peers, and asynchronicity.

Numerous studies concur that online courses are at least as effective in promoting student achievement as onsite classes. In what is considered to be the definitive compilation of "no significant difference" research, Russell (1999) summarized 355 such studies. However, Summers, Waigandt, and Whittaker (2005) examined an online and an onsite statistics course and found that, while there was no significant difference in student achievement between the two courses, students in the online section reported significantly less satisfaction with the course than did their onsite counterparts. Beard, Harper, & Riley (2004) stated that a comparison of student perceptions about online and face-to-face sections of the same course yielded dichotomous comments. Although all those surveyed claimed that they would take another online class, the majority of students indicated that they preferred face-to-face interaction with the instructor. Achievement and attitude differences between distance education and face-to-face course offerings have also been described in the areas of gender (Rovai, & Baker, 2005).

Particular to teacher education courses, Peterson and Bond (2004) compared students enrolled in two pairs of online and face-to-face foundations classes. Both groups demonstrated significant and equal gains in their ability to plan and implement standards-based instruction. However, Peterson and Bond also reported that the onsite preservice teachers demonstrated more interpersonal teaching skills.

Willis and Cifuentes (2005) looked to outcomes other than academic when comparing online and onsite sections of a teacher-training course. This study examined
the impact that differences in instructional delivery had on preservice teachers' transference of new learning into future classrooms. Data from this study indicates that both face-to-face and online delivery modes have unique advantages; each can be more effective than the other in impacting particular outcomes. Interestingly, Willis’s and Cifuentes’s study also noted the importance of modeling and authentic experience to ensure transfer and demonstration of new learning.

Online students generally express a preference for authentic learning activities over lectures, projects, and discussions (Stein, 1998). Kish (2004) utilized teacher vignettes as part of a hybrid-learning course and discerned that interactive teaching practices, such as vignettes, increased academic achievement and higher-order thinking skills among distance learners. Other authentic learning experiences, including online case-based approaches, have been demonstrated to improve students' reflective and critical-thinking abilities (Kim, Hannafin, & Kim, 2004). Alomyan and Au (2004) concluded that the nature of online course structure, particularly the use of collaboration and hypermedia, actually reduces academic performance differences between students with differing cognitive styles.

A reliance on online collaboration stems from the fact that much of distance educational design parallels ideas of "communities of practice" suggested by Lave and Wegner (1991). The model of situated learning defines community as a set of relationships rather than as a fixed social or temporal construct (Smith, M. K., 2005). Duncan & Leander (n.d.) maintain that learning in an online environment exemplifies communities of practice; "...it is productive for the study of Internet community and learning possibilities to consider the particular kinds of social-material spaces that the
Internet constructs, including the increasingly fuzzy conceptions of public and private space" (¶ 3). Electronic mail (email), use of the World Wide Web, and Internet course delivery have been found to be particularly effective in fostering communities of practice in university classes (Bhalla, Chu, Currier, Curtis, Dehash, Eick, et al., 1996; Veal, Brantley, & Zulli, 2004).

Owen (n.d.) explained the professional development of teachers in terms of their induction to a community of practice and detailed situated learning as it is applied to teacher education in Wales. Because they can utilize flexible distance education techniques, online courses support professional development (Johnstone, 2002), particularly when they are "…based on practitioners' reflection of their work and collaborations with their colleagues" (Owen, n.d., ¶ 30). Crawford (2002) proposed a teacher-education model in which technology-integration strategies, including participation in online courses, were deemed essential for adequate classroom preparation. Specifically, Crawford rates learner-centered (rather than teacher-centered) instruction, Internet access and integration, professional modeling opportunities, and interactive or collaborative activities as those elements most effective for promoting technological best practices.

An article in USA Today reported that schools tend to use technology less frequently than much of society in general (Feller, 2005). Several studies have reasoned that this is due to the fact that technology is not appropriately integrated within teacher preparation programs (Goetze & Stansberry, 2003; Sahin, 2003; Wepner, Tao, & Ziomek, 2003). Researchers advocate constructivist practices—a full integration of technology that takes the sociocultural context of teaching into account—when designing distance-

Lara and Malveaux (2002) describe a teacher education program re-designed around the theme of teaching and learning with technology; learning communities, collaborative learning, and hybrid courses are foundational to this re-imagined teacher preparation program. Another study indicated that collaboration among teacher candidates could be enhanced using computer-mediated communication (Slowinski, Anderson, & Reinhart, 2001). The design of online courses can afford teacher educators the flexibility to incorporate modeled behavior, collaboration, technology integration, student-centered learning design, and time into their courses (Polloff & Pratt, 2003).

In 1997, the Korean government created a facility called the Cyber Teacher Training Center (CTTC) to meet the need for interactive teacher training. Jung (2001) found that 70% of the teachers enrolled in these online training courses indicated they deemed online courses to be preferable to onsite ones; flexibility was reported to be the greatest strength of distance education. By contrast, teachers who responded negatively to the online courses cited poor instructional design (especially failure to utilize Internet features) and lack of student-teacher and student-student interaction to be the greatest sources of frustration. This research concluded that, in order to make effective use of distance education for teacher preparation, three essential points must be considered.

- When developing and designing an online teacher preparation course, good instructional design is imperative.
- Online instructors must be specially trained prior to the creation or facilitation of a distance education course.
The Internet must be actively promoted and utilized during course delivery. High-speed access to the Internet is preferred (Jung, 2001).

Student frustrations with online learning tend to originate from three sources: technical problems, minimal or untimely instructor feedback, and ambiguous Internet and/or email instructions (Hara & Kling, 1999). A study by Vonderwell and Turner (2005) indicated that online educators must take student expectations and motivations into consideration, ought to redefine student and instructor roles, and should reconstruct traditional learning activities and available instructor support. "Students must be prepared for their roles as active learners. Learner autonomy, as well as collaborative strategies, need to be negotiated for the effectiveness of learning" (Vonderwell & Turner, 2005, p.82).

Walker (2001) echoed these ideas in terms of a situated learning environment proposed for inservice teachers’ professional development. Educators were motivated to participate in online courses/workshops or to use online tools if they were provided with continual access to instructional technology, could model their technology use on that of knowledgeable peers, and were aware of the technology goals of their districts or schools (Johnstone, 2002).

Many researchers consider the debate about onsite versus online courses to be moot. Studies indicate that a hybrid teacher-training program (combining onsite and online course delivery) is most effective for teacher preparation (Mathunga, 2002; Yanes, 2004; Zirkle, 2005). Manathunga (2002) examined ways in which Australian teacher education merged traditional lecture formats with technology-enhanced teaching. In order to increase opportunities for preservice teachers to utilize reflective thinking
practices and peer interaction, Yanes (2004) proposed combining traditional methods courses with distance education techniques. In this three-semester research study, asynchronous discussions proved to be essential so that "…social negotiation of meaning encourages progress toward higher-order thinking and contributes to developing reflective thinking habits" (p. 273). Zirkle (2005) presented a case study detailing how a hybrid approach for teacher preparation in career and technical education has been implemented successfully at an Ohio state university.

Distance education has been utilized with varying degrees of success within different content areas of teacher preparation. Li (2003) explored ways in which asynchronous online discussions might supplement face-to-face instruction within a math teaching methods course. Data from this study indicated that, while instructor presence limited preservice teachers' participation in online discussion, asynchronous discussion facilitated issues of equity in math teaching, issues of math phobia, and instances of technology integration.

Diem (2002) utilized a technology evaluation rubric to assess positive and negative applications of technology in a social studies methods class. Diem's data yielded six specific descriptors of the effects of technology integration within teacher education content areas:

- Student understanding of technology use and integration in social studies improved during the course.
- Technology use was more advanced at the high-school than at the college level.
• Class or personal Internet usage was the most common form of technology use at the university level.

• Methods instructors should move technology use from basic-skill level to more integration within the content areas.

• Student demand instead of intentional institutional progress has prompted technology at the post-secondary level.

• Integration of skill and content ease the integration of technology into teaching methods courses (Diem, 2002).

Other research has determined that online courses are equally effective with onsite classes in the content areas of instructional technology, science, and special education (Marra, 2004; Smith, Smith, & Boone, 2000; ). Factors influencing web-based instruction in physical education methods courses have also been evaluated (Leight, 2004).

There are numerous technology implications for literacy courses, whether at the post-secondary or the elementary level. Wang (2005) cautioned educators to be wary of the notion that online classes or technology-enhanced lessons are panaceas for aliteracy or poor literacy achievement. "Be aware that technology is just a tool, and designing creative instruction is the key to successfully integrating technology into classrooms. To do this, teachers must first know what the technology can do for language learning" (p. 40). Wang offered five ways that technology might impact literacy education: word processing; hypertext; online publication of student works; online communication (email, blogging, or instant messaging); and online resource searching techniques. Boxie (2004) completed a case study involving preservice teachers who were paired with elementary
students at a distant school. Teacher candidates served as “cybermentors” (p. 32) and developed online writing assignments to first- and second-grade students forty-five miles away.

Technology enhancements, such as videotaped modeling of reading importance, digital publishing activities, and the creation of personal literacy web pages, significantly impacted high-school students' reading engagements (Barrett, 2001). At the university level, Ferdig and Roehler (2003) examined the use of online discussions, both synchronous and asynchronous, in preservice teachers' literacy courses. This research suggested that online courses did not succeed simply because technology had been added to existing teaching strategies. Rather, effective online literacy instruction embodied constructivist principles within a hybrid (mixed-mode of online and onsite classes) course structure and challenged preservice teachers "...at the high end of their zone of proximal development" (Ferdig & Roehler, 2003, p. 131). However, exceptions and outliers were also noted indicating that certain classes and/or particular students did not experience equal success with online discussion forums. These researchers suggested further study to determine internal factors (affective or psychological) that might influence successful use of online discussion in literacy courses.

Our modern paradigm identifies distance learning with computer-assisted teaching. Yet, by definition, distance learning encompasses any educational format wherein the teacher and students are separated by time and/or place (Beard, Harper, & Riley, 2004). Sharpe (1999) described the creation of a children's literature course, a section of which was taught using a distance-learning format. "Distance learning" in this instance had no Internet or technology component; rather students received a printed
packet of information including a series of independent written assignments. Sharpe admitted that she preferred to teach this particular course in a face-to-face setting because "...the distance course is [not] as rich as the classroom course, but it does reach people who otherwise wouldn't take it at all" (Sharpe, 1999, ¶ 5). This report details the structure of and assignments given in the distance learning children's literature course, but it does not offer insight about the students' perceptions of its effectiveness.

DeCandido (2002) published field notes from her first experience with a completely asynchronous children's literature course. Her observations reflect similar concerns raised by others skeptical about distance learning. "I love teaching: its physicality, the personal back and forth, the release of performance. Whatever else it is, teaching is performance. The classroom...plays to the performance metaphor. So what does it mean to teach online? How can one possibly match, or translate, the teaching experience to an online environment?" (p. 293). These questions consider teaching as a social act and obliquely inquire about elements of modeling and situational learning. DeCandido's study asserted that online learning not only allows for interpersonal interaction, in many ways it fosters "a particular intensity" (p. 297), unique from and not duplicated in a face-to-face classroom.

Along with modifications in course delivery, the content of children's literature classes has also altered in recent years. Enns (2003) characterized modern children's literature as having undergone a "Radical Change" (p. 6), because books in the digital age incorporate greater characteristics of connectivity, interactivity, and access. Using a small sample of preservice teachers at an independent university, Enns attempted to discern if "Radical Change" books had affected attitude and engagement. Research
suggests that technology impacts not only the ways in which children's literature courses are delivered (online vs. onsite), it also has had dramatic influences on the content of the text that they contain and the readers who engage with it (DeCandido, 2002; Enns, 2003; Ferdig & Roehler, 2003; Sharpe, 1999).

Summary

Hoewisch (2000) claims that children's books serve an important purpose in education. Along with providing a source of pleasure and entertainment, children's literature informs elementary students' social, academic, and literacy progress, and children's literature courses are an essential part of any teacher preparation program. Teacher educators should "…carefully review...children's literature course syllabi, the required assignments, the textbook emphases, and even students' attitudes about children's literature when they leave the courses" (¶ 44).

According to Rosenblatt (1995), literacy teachers have affective as well as academic responsibilities to their students. “They have not always realized that, willy-nilly, they effect the student's sense of human personality and human society…. Moreover, these attitudes and theories are proffered in their most easily assimilable form, as they emerge from personal and intimate experience of specific human situations, presented with all the sharpness and intensity of art” (pp. 4-5). Williams and Bauer (2006) have termed this often-overlooked aspect of teaching as “affective accountability” (p. 15).

Galda, Ash, and Cullinan (2003) stress the importance of innovative and intentionally designed children's literature courses. They maintain that teacher
preparation courses in general and, specifically, preservice teachers' experiences with children's literature cannot remain static. Instead, they should always be consistent with modern best practices. These researchers encourage inquiry into the design and delivery of children's literature courses; "...it is those studies that explore particular readers and particular texts in particular contexts that are most exciting and enlightening" (¶ 20).

This study seeks to fulfill this mandate—to examine the attitudes of particular students (preservice teachers) and particular texts (specifically designed course activities) in particular contexts (online versus onsite). It is the hope of this researcher that findings from this study might aid teacher educators seeking to impact the dispositions of the preservice teachers who will become the "prestigious models" (Bandura, 1977) for the students of tomorrow.
CHAPTER III

Methodology

Overview of the Study

The purpose of this study was to examine the impact of a specific literacy course on preservice teachers’ attitudes towards reading. Dispositions of students enrolled in two sections (one online and one onsite) of a literacy course were evaluated using three of five general dimensions of adult reading attitude as defined by M. Smith (1991) in the Adult Test of Reading Attitude or ASRA (Smith, 1990a). The research sought to determine whether there was a significant change in attitude in these three dimensions before and after preservice teachers completed a required children’s literature course. The research also sought to determine specific course activities and/or instructor behaviors that most impacted preservice teachers’ dispositions towards literature. The specific research questions for this study were informed by the researcher’s experiences acting as instructor for students in previous sections of a children’s literature course; however, data for the study was collected from two sections taught during the same semester.
This study addressed the following research questions:

1. What are the changes in preservice teachers' attitudes
   a. before and after completing an *onsite* literacy course?
   b. before and after completing an *online* literacy course?
2. What is the relationship between preservice teachers' attitudes toward reading before and after the completion of an *onsite* versus an *online* section of a required literacy course?
3. What is the impact of instructor (teacher) influence on preservice teachers' attitudes toward reading?
4. What specific literacy class experiences influence preservice teachers' attitudes toward reading?

The study used a mixed methods approach (Patton, 2002) in which both quantitative and qualitative data were collected and analyzed. Quantitative methodology allowed the researcher to collect empirical pre- and posttest data by means of the Adult Survey of Reading Attitudes or ASRA (Smith, 1990a); this data was used to address the first and second research questions. Additionally, qualitative data was collected by means of narrative student pieces in which respondents detailed their perceptions about the experiences and personalities that had most impacted their dispositions towards reading. This data was used to address the third and fourth research questions. Quantitative data was compiled across three of the five dimensions of reading attitude as defined by M. Smith (1991) and analyzed for statistical significance. Qualitative data was analyzed using an inductive approach (Patton, 2002; Wolcott, 1990, 1994) across the same three ASRA subscales.
Participants

Subjects for this study were representative of the undergraduate population of students enrolled at a university in the Pennsylvania state system. Specifically, subjects for the study had preliminarily declared that elementary education would be their major, but they had neither officially made application nor been accepted to the College of Education.

The university campus is predominately residential and is located in a rural area of a western Pennsylvania. Historically, the university was designated as a state normal school, although it is now one of fourteen colleges and universities that make up Pennsylvania's State System of Higher Education (PSSHE).

Subjects for the study were selected utilizing convenience sampling. Having previously been assigned to teach two sections of the same children’s literature course, the researcher acted in a dual role as instructor/researcher. The children’s literature course, officially designated ELEC 288, is a prerequisite course for all students wishing to make application to the College of Education. One of the sections (specifically denoted as ELEC 288-13) was structured and listed in the course catalog as a traditional face-to-face classroom situation; all class meetings were scheduled to meet in a university classroom. The other section (specifically denoted as ELEC 288-88) was structured and listed in the catalog as an online hybrid course; three face-to-face meetings were specified and scheduled at a satellite campus learning center. Those students who had enrolled in one section or the other and who agreed to participate in the study (following a detailed explanation of procedures and informed consent documentation) were selected as subjects.
The onsite section of the course was composed of twenty-five students as shown in Table 1. Table 2 describes the eighteen students in the online section.

Table 1

*ELEC 288-13, Children's Literature Face-to-Face*

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<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>freshmen</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>sophomores</td>
<td>3</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>juniors</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>seniors</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>post-baccalaureate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td><strong>PERCENTAGE</strong></td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2

*ELEC 288-88, Children's Literature Online*

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<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshmen</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>sophomores</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>juniors</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>seniors</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>post-baccalaureate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td><strong>PERCENTAGE</strong></td>
<td>11%</td>
<td>89%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Data was not generated from all participants. Out of the 25 students enrolled in the face-to-face children’s literature course, all 25 students both agreed to participate in the study and also made the two completed quantitative instruments (pre and post-ASRA’s) available to this researcher. While all 25 subjects in the face-to-face children’s literature section submitted qualitative pre-narrative (the “Reading Autobiography”), only 24 submitted the qualitative post-course piece (the “Final Reflection”). Out of the 18 students enrolled in the children’s literature course online and who had agreed to participate in the study, 14 subjects made the completed quantitative instrument (pre and post-ASRA’s) available to the researcher. 17 participants in the online section submitted the qualitative “Reading Autobiography,” and 16 submitted the qualitative “Final Reflection.”

For purposes of this study, individual grade-point average for each subject was not calculated. However, students planning to make application to the College of Education at this university must achieve at least a 2.8 grade point average for admission, and they must maintain a 2.8 average throughout the duration of their tenure there. It is to be expected that, were the mean grade point average for subjects in this study determined, it would be at or above the required minimum admittance grade point average of 2.8.

Subjects in the study were apprised of its purpose, methods, and analysis. They were also informed that, in order to protect the rights of human subjects, the study had been approved by and would continue to be subject to review by the Internal Review Board (IRB) of the researcher's sponsoring university. A signed Informed Consent (appendix A) was obtained from each participant.
Because the researcher served a dual role as researcher and course instructor and because both quantitative and qualitative instruments used in the study (the ASRA and the narrative pieces) were listed in and scheduled on the syllabus as required course elements, the university at which the study was conducted was concerned that there be no researcher bias against students in these two sections of the children’s literature course. In order to protect the students' rights, a representative of the site university's IRB board was present at the time that the Informed Consent forms were explained and distributed to the participants. After detailing those required class materials that would be used in the study and the procedures for their analyses to the students, the instructor/researcher left the classroom. The site IRB representative then answered any additional questions that the students may have had, instructed them to complete and sign the Informed Consent form, and collected forms from the students willing to participate. Completed IRB forms were stored in a locked file in the site university's IRB office until after the instructor/researcher had calculated and submitted all students' final grades to the site university's registrar. At that time, the informed consent forms were released to the researcher for tabulation.

Instrumentation

Quantitative—The Adult Survey of Reading Attitudes (ASRA)

The quantitative portion of the study made use of a survey instrument with established reliability and validity. Students' attitudes toward reading both before the
course and after its completion were measured using the Adult Survey of Reading Attitude (Appendix B) or ASRA (Smith, 1990a). This instrument was administered first as a pretest and then again as a posttest using standardized directions (appendix C). The survey instrument for the ASRA and associated scoring scales are publicly available on the Internet. However, prior to administration, the researcher also contacted its creator, Dr. M. C. Smith, by electronic mail to receive specific permission for its use in this study (appendix D).

In previous research, the ASRA was demonstrated to have reliability of 0.93 using Cronbach's alpha and of 0.87 using test-retest (Smith, 1990b). Another study by M. Smith (1991) determined the validity of specific subscales of the ASRA; there was significant positive correlation, $r = 0.54$ ($p < 0.01$), on the Social Reinforcement and Social Recognition scales. Correlation between ASRA scores and those of another instrument, The Rhody Scale of Reading Attitudes (Tulloch-Rhody & Alexander, 1980), was also significant, $r = 0.80$ ($p < 0.01$).

Qualitative—Reading Autobiographies and Final Reflections

In addition to the empirical data generated by the survey instrument, qualitative data was collected from both the online and the onsite sections of the course via narrative pre-and post-course reflective pieces. Prompts for both these narratives were based upon questions created by Applegate & Applegate (2004). These questions were selected because interrater reliability for them was already established; in addition, these questions had been utilized in previous attitude research that served as part of the genesis of this
study. Prior to utilizing elements of the questions as writing prompts for the pre-and post-course reflection assignments, the researcher sought and received permission from Dr. Anthony Applegate (Appendix E).

Prompts were worded as open-ended questions in order to engender student response about reading attitude in terms of social modeling, teacher influence, reading stance, the purpose of reading, reading activities, and the teaching of reading. Interrater reliability of these questions, calculated on the basis of the percentage has been estimated to be 89.8% (Applegate & Applegate, 2004).

Study participants were required to write a narrative "Reading Autobiography" (appendix F) in which they responded to the selected prompts. In order to minimize effects that the children's literature course might have upon the "Reading Autobiography," this assignment was given during the first class meeting and was due prior to the second week of the course. Many of the same prompts were used again in the narrative post-course assignment, the "Final Reflection" (appendix G). The "Final Reflection" was assigned during the last week of the course, and it was due on the scheduled final exam day for each section.

**Procedures**

Both the traditional and online sections completed the survey instrument (ASRA) in a face-to-face setting during the first scheduled class meeting times of each section. Students in the onsite section of the course completed the ASRA in a classroom of the education building on the university campus on January 12, 2005, while students in the online section completed the ASRA in a classroom on a satellite campus also on January
12, 2005. The ASRA was administered to students by the course instructor/researcher. Identical directions for instrument administration (appendix C) were read by the instructor/researcher. All subjects in both sections were given unlimited class time in which to complete the ASRA (appendix B).

Following the completion and collection of the ASRA pretest instrument, the instructor/researcher distributed and explained the "Reading Autobiography" (appendix F) assignment. The "Reading Autobiography" was described as a narrative reflective piece in which students were to include their responses to the open-ended questions contained on the assignment sheet. So that the ensuing children's literature course sections would not act as modifying vehicles, students from both sections were required to complete the "Reading Autobiography" within one week of its assignment (prior to the second class meeting). The "Reading Autobiography" was submitted to the researcher in a typed-paper format by subjects in the face-to-face section of the course. Students in the online section were required to post their completed "Reading Autobiographies" to a specified discussion board forum of Blackboard (the online course management system used by the university at which the study was conducted).

After the administration of both the ASRA pretest instrument and the completion of the "Reading Autobiography," subjects participated in their respective sections of a children's literature course. Both the face-to-face and online sections completed identical reading assignments, shared the same discussion topics, and designed the same course projects and presentations. However, the context of the instruction, delivery of lessons and content, and submission of students’ completed assignments varied between the traditional and online courses.
Students in the traditional class received the syllabus and assignments directly from the researcher in a face-to-face setting. All articles, assignments, and handouts were distributed during scheduled traditional meetings in the classroom. Class lectures, discussions, activities, and presentations were completed exclusively in a traditional face-to-face classroom setting (appendix H).

Students in the online class received the syllabus and assignments from the course Blackboard site. It must be noted that, following the administration of the ASRA, the remainder of the first class was spent in a face-to-face interactive setting. The researcher introduced and reviewed navigation of the class Blackboard site in order to ensure that the subjects possessed the technological proficiency necessary to access future course materials and lessons (appendix I).

Lectures and instructor presentations for both sections followed scripted lecture notes and utilized identical PowerPoint presentations. In addition, both classes presented the same three performance assessments in face-to-face group settings. Each section's face-to-face class meetings and group presentations occurred in the same classrooms in which the ASRA had been administered to each section.

On each section's scheduled final exam day (date and time specified by the university) at the end of the course, the ASRA (appendix B) was administered by the researcher/instructor as a posttest. Both the traditional and online sections completed the posttest instrument in the same face-to-face setting in which the ASRA had been administered as a pretest. The same instructions were used for administration (appendix C) and, once again, subjects had unlimited time during which to complete the ASRA.
In addition, students composed a required "Final Reflection" piece (appendix G) at the end of the course in which they addressed open-ended prompts similar to the questions for the "Reading Autobiography." The instructor/researcher explained and assigned the "Final Reflection" during the last week of scheduled classes, and it was due on each section's scheduled final exam day. The "Final Reflection" was submitted to the researcher in typed-paper format by subjects in the face-to-face section and was posted to the Discussion Board of Blackboard by students in the online section.

Data Analysis

The first part of this study evaluated a dependent variable (preservice teachers’ reading attitudes) based upon an independent variable (participation in a children’s literature course) by means of an intra-group pre- and posttest design. This portion of the study is quantitative, specifically an Equivalent Group Pretest-Posttest (Related Measures) Design. The research also utilized a pre- and posttest design to assess the impact of two levels of the independent variable (a face-to-face or online Children's Literature course) on the dependent variable (students' attitudes toward reading). This second portion of the study is characterized as quantitative, specifically a Non-Equivalent Group Pretest-Posttest (Independent Measures) Design (Gravetter & Wallnau, 2004).

The pretest and posttest survey instrument (ASRA) was comprised of a Likert scale (5= “strongly agree” to 1= “strongly disagree”), therefore interval measurement scales were used for data collection from this instrument. The 40 items of the ASRA assess five subscales, each representing a dimension of reading attitude as detailed and defined by M. Smith (1991). Reading Activity and Enjoyment (13 items) determines the
extent to which a respondent reads for pleasure; Anxiety and Difficulty (11 items) determines the extent to which a respondent feels challenged by or upset by the act of reading; Social Reinforcement (7 items) measures the extent to which the respondent’s reading activity is influenced by others’ actions or beliefs; Modalities (7 items) measures the extent to which a respondent chooses to use text-based materials in accomplishing a task; and Tutoring (2 items) which indicates the extent to which a respondent derives pleasure from activities involving the teaching of reading. One item of the ASRA has found to be strongly correlated to both the Activity and Enjoyment and the Modalities subscales.

For ease of notation, each of the five ASRA subscales was given a letter code from A-E based on the order in which M. Smith (1991) detailed them; the Reading Attitude and Enjoyment subscale was denoted as subscale A, the Anxiety and Difficulty subscale was denoted as subscale B, the Social Reinforcement subscale was denoted as subscale C, the Modalities subscale was denoted as subscale D, and the Tutoring subscale was denoted as subscale E.

Prior to the start of data analysis, the researcher determined that three of the five ASRA subscales most directly related to the research questions guiding the study. Therefore, only data from the 13 items of the Reading Attitude and Enjoyment subscale (items 7, 8, 10, 13, 14, 17, 23, 27, 31, 32, 33, 39, and 40), from the 7 items from the Social Reinforcement subscale (items 5, 9, 20, 22, 27, 28, and 30), from and the 2 items from the Tutoring subscale (items 3 and 35) were analyzed.

Repeated measures t-tests were run for each of the three subscales for each course section (online or onsite) to test the first research question.
1. What are the changes in preservice teachers' attitudes
   a. before and after completing an onsite literacy course?
   b. before and after completing an online literacy course?

In an attempt to discern any significant difference in scores before and after the two sections of the children's literature courses, student scores from the three previously identified applicable subscales of the ASRA pre- and post tests were compared by means of a repeated measures t-test. Each t-test resulted in a statistical measure of pre- and post-course relationship within each section (online or onsite) for the three subscales of attitude—Reading Attitude and Enjoyment (subscale A), Social Reinforcement (subscale C), and Tutoring (subscale E). The statistical analysis of pre- and posttest responses was completed separately for online and onsite student data.

Additional quantitative data analysis was conducted to test the second research question.

2. What is the relationship between preservice teachers' attitudes toward reading before and after the completion of an online versus an onsite section of a required literacy course?

An independent-measures t-statistic was run on data collected from each of the three applicable ASRA subscales to determine if significant pre- and posttest differences could be determined on any or all of subscales: subscale A (Reading Activity and Enjoyment), subscale C (Social Reinforcement), or subscale E (Tutoring) between the online and onsite subjects.

The inductive narrative analysis of selected participant writings involved qualitative research procedures and therefore connoted this study as mixed methodology.
Narrative analysis involves close examination of participants’ writings “...as data that can...be analyzed for connections between... dimensions of human experience to reveal larger meanings” (Patton, 2002, p. 478). Various strategies for narrative analysis (Bruner, 1987; Connelly & Clandinin, 1990; Corvellec, in press; Garson, n.d.; Lauritzen & Jaeger, 1997; Marshall & Rossman, 1995; Mishler, 1986; Patton, 2002; Richmond, 2002; Wolcott, 1990, 1994) were used to analyze the qualitative data obtained from the post-course narratives (the “Final Reflections”) in order to address the final two research questions.

3. What is the impact of teacher influence on preservice teachers' attitudes toward reading?

4. What specific literacy class experiences influence preservice teachers' attitudes toward reading?

Separate from the quantitative analysis, qualitative data from the narrative pieces was also utilized to substantiate, interpret, explain, or negate conclusions obtained by quantitative analysis.

Because research questions 3 and 4 referred to preservice teachers’ perceptions of teacher influence and activities during specified sections of a literacy course, it was determined that post-course qualitative data would best address them. Therefore, narratives from the "Final Reflections” were analyzed in an attempt to determine patterns (Garson, n.d.) and systematic relationships (Wolcott, 1994) within the spontaneous responses. The researcher sought to identify and to code quotes regarding those teacher actions and behaviors (research question 3) and specific children’s literature course experiences, activities, and interactions (research question 4) that had influenced
preservice teachers’ perceptions regarding reading attitude and to use these comments “...to describe what actually happens to people in the program and what they say about what happens to them” (Patton, 2002, p. 476).

Qualitative post-course data was subjected to an inductive narrative analysis suggested by Patton (2002). Notes and direct quotes from each participant’s Final Response were recorded onto note cards. The note cards were examined in terms of the same three subscale themes by which quantitative data had been analyzed—Reading Activity and Enjoyment, Social Reinforcement, and Tutoring. In an attempt to “...recompose and understand the social conditions of production, diffusion, and consumption of the narratives...” (Corvellec, in press), the researcher selected to use these three ASRA subscales as an authorial thematic framework for analysis. The note cards were then grouped according to emerging patterns within these themes; patterns were determined to be sequences of core phrases and ideas that were repeated across narratives and were analyzed as broad categories deemed to be thematically important by the researcher. Labeling and presentation of the qualitative data used this set of structural and functional categories to code quotes as being representative of particular patterns (Garson, n.d.).

Classification of cards into each ASRA subscale theme was refined after a comparison of responses to the statements included on the actual ASRA. Any responses not appearing to be congruent with one of the three subscales were reconsidered for a revision of thematic content related to each subscale. Consultation with a colleague in the field of literacy education offered the researcher the opportunity to check inductive reasoning strategies, to justify themes and categories, to ensure that data had been
appropriately arranged into categorized patterns, or to modify perceived errors in interpretation of select narratives.

Once the qualitative data on the note cards had been organized, grouped, and reported according to emerging patterns and in terms of broad categories across the three ASRA thematic subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring), the researcher further examined and cross-classified the narrative items for each subscale into two additional groupings specific to research questions 3 and 4—that is, influential teacher behaviors and literacy class experiences. Specific quotes were recorded in terms of the category into which they had been sorted.

Summary

To summarize, mixed methodology in this study enabled the researcher to generate a combination of quantitative and qualitative data to analyze possible patterns in preservice teachers’ reading attitudes. Specifically:

1. What are the changes in preservice teachers' attitudes
   a. before and after completing an *online* literacy course? This question was answered using a repeated-measures t-test for each subscale (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) of the pre- and posttest ASRA survey instrument completed by students participating in the online section of the children’s literature course. During discussion, additional explicative comments derived from the pre- and post-course
qualitative data (the “Reading Autobiographies” and “Final Reflections”) were presented for this question.

b. before and after completing an onsite literacy course? This question was answered using a repeated-measures t-test for each subscale (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) of the pre- and post-test ASRA survey instrument completed by students participating in the onsite (face-to-face) section of the children’s literature course. During discussion, additional explicative comments derived from the pre-and post-course qualitative data (the “Reading Autobiographies” and “Final Reflections”) were presented for this question.

2. What is the relationship between preservice teachers' attitudes toward reading before and after the completion of an online versus an onsite section of a required literacy course? This question was answered using an independent-measures t-test for each section (online or onsite) and each subscale (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) of the pre- and post-test ASRA survey instrument. During discussion, additional explicative comments derived from the pre-and post-course qualitative data were presented for this question.

3. What is the impact of instructor (teacher) influence on preservice teachers' attitudes toward reading? This question was answered using an inductive narrative analysis approach (Bruner, 1987; Connelly &
Clandinin, 1990; Corvellec, in press; Garson, n.d.; Lauritzen & Jaeger, 1997; Marshall & Rossman, 1995; Mishler, 1986; Patton, 2002; Richmond, 2002; Wolcott, 1990, 1994) in order to analyze and classify participants’ responses on the post-course narrative writing assignments (“Final Reflections”) across the three previously determined attitude subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring). Data was reported in terms of the researcher’s inductive classification of it and as sample quotes using respondents’ categorized comments. Anecdotal evidence in the form of complete direct quotes and summarized experiences was also offered in response to the question.

4. What specific literacy class experiences influence preservice teachers' attitudes toward reading? This question was answered using an inductive narrative analysis approach (Bruner, 1987; Connelly & Clandinin, 1990; Corvellec, in press; Garson, n.d.; Lauritzen & Jaeger, 1997; Marshall & Rossman, 1995; Mishler, 1986; Patton, 2002; Richmond, 2002; Wolcott, 1990, 1994) in order to analyze and classify participants’ responses on the post-course narrative writing assignments (“Final Reflections”) across the three previously determined attitude subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring). Data was reported in terms of the researcher’s inductive classification of it and as direct quotes using respondents’ categorized comments. Anecdotal evidence in the form of complete direct quotes
and summarized experiences was also offered in response to the question.
CHAPTER IV

Results

In order to determine if and in what specific ways preservice teachers’ attitudes towards reading were affected by participation in a required literacy course, a mixed methodology approach (Patton, 2002; Wolcott, 1994) was utilized. This methodology included analysis of both quantitative and qualitative data. Quantitative methodology involved the researcher’s analyzing results of matched pre- and posttest survey instruments administered to participants enrolled either in a face-to-face or an online section of a children’s literature class. Qualitative data was obtained using a narrative analysis of students’ reflective writings composed either for a face-to-face or for an online section of a children’s literature class.

In this chapter, results will be presented that address each of the research questions in terms of three reading attitude subscales defined and detailed by M. Smith (1991) and surveyed by means of the Adult Survey of Reading Attitudes or ASRA (Smith, 1990a). For the first two quantitative research questions, results for each will be presented in terms of their statistical significance. With regards to the final two qualitative questions, results will first be presented in terms of emerging patterns and broad categories of responses (Wolcott, 1990) and as classified across three previously-identified ASRA subscales and secondly as examples of direct quotes categorized by
theme and classified across three previously-identified ASRA subscales (Patton, 2002). Narrative data demonstrates students’ perceptions with regards to teacher influence and to class experiences that most impact reading attitudes.

Research Question 1

Research question 1 addressed preservice teachers’ reading attitudes before and after the completion of an online section of a required literacy course (1a) and before and after the completion of an onsite (face-to-face) section of a required literacy course (1b). Quantitative data was collected by means of the Adult Survey of Reading Attitudes or ASRA (Smith, 1990a). The ASRA utilizes a 1-5 Likert scale wherein 1 indicates “strongly disagree” and 5 indicates “strongly agree.” Only those ASRA items determined to assess the three previously-determined pertinent subscales of reading attitude (M. Smith, 1991) were considered. Figures 1 through 3 present frequency distribution histograms for the pre- and post-instrument scores for ASRA subscales A, C, and E of the online children’s literature section.

Figure 1. Distribution of Scores on ASRA Subscale A: Reading Activity and Enjoyment (13 items), Pre- and Post- Instruments, Online Children’s Literature Section.
As can be seen in Figure 1, pre-course scores for subscale A, Reading Activity and Enjoyment, display an almost bi-modal distribution with a mean of 3.42. Post-course scores for the same subscale are negatively skewed with a calculated mean of 4.01.

![Bar chart showing pre-instrument and post-instrument scores for subscale A.](chart)

**Figure 2. Distribution of Scores on ASRA Subscale C: Social Reinforcement (7 items), Pre- and Post- Instruments, Online Children’s Literature Section.**

As can be seen in Figure 2, there is an asymmetrical distribution of pre-and post-course scores for the online children’s literature section for Subscale C, Social Reinforcement. The pre-course mean was calculated to be 3.42 and the post-course mean was calculated to be 3.64.
As can be seen in Figure 3, both pre- and post-course scores for Subscale E, Tutoring, display negatively skewed distributions. The pre-course mean was calculated as 3.78 while the post-course mean was calculated as 3.97.

Mean difference scores for each subscale within the online section of the children’s literature course are presented in Table 3.

### Table 3

<table>
<thead>
<tr>
<th>ASRA Subscale</th>
<th>n</th>
<th>df</th>
<th>M_D</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subscale A: Reading Activity and Enjoyment (13 items)</td>
<td>14</td>
<td>13</td>
<td>5.29</td>
<td>5.84</td>
</tr>
<tr>
<td>Subscale C: Social Reinforcement (7 items)</td>
<td>14</td>
<td>13</td>
<td>1.64</td>
<td>14.40</td>
</tr>
<tr>
<td>Subscale E: Tutoring (2 items)</td>
<td>14</td>
<td>13</td>
<td>.07</td>
<td>1.88</td>
</tr>
</tbody>
</table>

Figure 3. Distribution of Scores on ASRA Subscale E: Tutoring (2 items), Pre- and Post-Instruments, Online Children’s Literature Section.
Using the difference between 14 matched pairs of pre-online course and post-online course ASRA scores, a repeated-measures t-test was performed for each of the three previously-determined pertinent subscales (M. Smith, 1991); Reading Attitude and Enjoyment, Social Reinforcement, and Tutoring. Results of the repeated measure t-tests revealed the following differences for research question 1a.

1. What are the changes in preservice teachers' attitudes

a. before and after completing an online literacy course?

Participation in an online children’s literature course was found to increase the Reading Activity and Enjoyment attitude score significantly (t=2.68, df=13, p<.05). However, there is no statistically significant evidence that participation in an online children’s literature course changed preservice teachers’ attitudes towards the Social Reinforcement of reading (t=1.62, df=13, p<.05). There is also no statistically significant evidence that participation in an online children’s literature course changed preservice teachers’ attitudes towards Tutoring in or of reading, (t=.07, df=13, p<.05).

Figures 4 through 6 present frequency distribution histograms for the pre- and post-instrument scores for ASRA subscales A, C, and E of the onsite children’s literature section.
As can be seen in Figure 4, there is an asymmetrical distribution of both pre- and post-course scores for the onsite children’s literature section for Subscale A, Reading Activity and Enjoyment. The pre-course mean was calculated to be 3.15 and the post-course mean was calculated to be 3.51.
As can be seen in Figure 5, there is an asymmetrical distribution of both pre-and post-course scores for the online children’s literature section for Subscale C, Social Reinforcement. The pre-course mean was calculated to be 3.34 and the post-course mean was calculated to be 3.53.
As can be seen in Figure 6, scores from the onsite pre-course instrument indicate a negatively skewed distribution with regards to ASRA Subscale E, Tutoring. The pre-course mean was calculated to be 3.87. Onsite post-course scores also indicate a negatively skewed distribution on ASRA Subscale E, Tutoring. The post-course mean was calculated to be 4.06.
Mean difference scores for each subscale within the onsite section of the children’s literature course are presented in Table 4.

Table 4

<table>
<thead>
<tr>
<th>ASRA Subscale</th>
<th>n</th>
<th>df</th>
<th>Md</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subscale A: Reading Activity and Enjoyment (13 items)</td>
<td>25</td>
<td>24</td>
<td>4.24</td>
<td>5.11</td>
</tr>
<tr>
<td>Subscale C: Social Reinforcement (7 items)</td>
<td>25</td>
<td>24</td>
<td>2.04</td>
<td>4.12</td>
</tr>
<tr>
<td>Subscale E: Tutoring (2 items)</td>
<td>25</td>
<td>24</td>
<td>.28</td>
<td>1.40</td>
</tr>
</tbody>
</table>

Using the difference between 25 matched pairs of pre-onsite course and post-onsite course ASRA scores, a repeated-measures t-test was performed for each of the three previously-determined pertinent subscales (M. Smith, 1991): Reading Attitude and Enjoyment, Social Reinforcement, and Tutoring. Results of the repeated measure t-tests revealed the following differences for research question 1b.

1. What are the changes in preservice teachers' attitudes

b. before and after completing an onsite literacy course?

Participation in an onsite (face-to-face) children’s literature course was found to increase the Reading Activity and Enjoyment attitude score significantly (t=4.16, df=24, p<.05). Participation in an onsite children’s literature course was found to increase the Social Reinforcement of reading significantly (t=2.49, df=24, p<.05). There is no statistically significant evidence that participation in an onsite children’s literature course
changed preservice teachers’ attitudes towards Tutoring in or of reading, (t=.97, df=24, p<.05).

**Research Question 2**

Research question 2 addressed the relationship between the pre- and post-course reading attitudes of students participating in an online section of a children’s literature course and the pre- and post-course reading attitudes of students participating in an onsite (face-to-face) section of a children’s literature course. Based upon a 1-5 Likert scale (wherein 1 indicates “strongly disagree” and 5 indicates “strongly agree”), data was collected from a pre- and post-survey instrument, the Adult Survey of Reading Attitudes or ASRA (Smith, 1990a) administered to students in both the online and the onsite sections of a children’s literature course. Only those ASRA items determined to assess the three previously-determined pertinent dimensions of reading attitude (M. Smith, 1991) were considered.

Mean difference scores for the 14 matched pairs of online subjects’ scores and the 25 matched pairs of onsite subjects’ scores are reported by subscale in Table 5.
Table 5

*Mean Difference Scores for ASRA Subscales, Online (OL) versus Onsite (OS) Children’s Literature Sections*

<table>
<thead>
<tr>
<th>ASRA Subscale</th>
<th>OL</th>
<th>OS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subscale A: Reading Activity and Enjoyment (13 items)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>df</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>M</td>
<td>5.29</td>
<td>4.24</td>
</tr>
<tr>
<td>Subscale C: Social Reinforcement (7 items)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>df</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>M</td>
<td>1.64</td>
<td>2.04</td>
</tr>
<tr>
<td>Subscale E: Tutoring (2 items)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>df</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>M</td>
<td>.07</td>
<td>.28</td>
</tr>
</tbody>
</table>

Using the mean difference between the pre- and post-online course and the mean difference between the pre- and post-onsite course, an independent-measures t-test was performed for each of the three previously-determined pertinent subscales (M. Smith, 1991); Reading Activity and Enjoyment, Social Reinforcement, and Tutoring. Results of
the independent-measures t-tests revealed the following differences for research question
2.

2. What is the relationship between preservice teachers' attitudes toward
reading before and after the completion of an online versus an onsite
section of a required literacy course?

There is no statistically significant evidence that participation with one type of
children’s literature course delivery (online versus onsite) affected preservice teachers’
attitudes towards Reading Activity and Enjoyment (t=.78, df=37, p<.05). There is no
statistically significant evidence that participation with one type of children’s literature
course delivery (online versus onsite) affected preservice teachers’ attitudes towards
Social Reinforcement (t=.49, df=37, p<.05). There is no statistically significant evidence
that participation with one type of children’s literature course delivery (online versus
onsite) affected preservice teachers’ attitudes towards Tutoring in or of reading, t=(-.40),
df= 37, p>.05).

Research Questions 3 and 4

In order to analyze the impact of and what kinds of instructor behaviors and/or
literacy course activities preservice teachers perceived to have influenced their reading
attitudes, qualitative data obtained from the post-course (onsite and online) “Final
Reflections” was analyzed using an inductive narrative analysis approach (Bruner, 1987;
Connelly & Clandinin, 1990; Corvellec, in press; Garson, n.d.; Lauritzen & Jaeger, 1997;
Marshall & Rossman, 1995; Mishler, 1986; Patton, 2002; Richmond, 2002; Wolcott,
1990, 1994). The narrative analysis attempted to “...reduce each story to a set of elements
that may reveal a particular case in a certain time or place” (Richmond, 2002, p. 2).
After having read the “Final Reflections” several times and recording quotes and comments onto note cards, the researcher worked reciprocally between recurring regularities in the narrative data and an emergent classification system both to verify the meaningfulness of the categories and to verify the accuracy of data placement within them (Patton, 2002). In order to verify the logic of the inductive narrative analysis, the researcher consulted a literacy colleague.

Table 6 displays emerging patterns of responses identified within each of the three pertinent ASRA subscales—Reading Activity and Enjoyment, Social Reinforcement, and Tutoring (M. Smith, 1991). The researcher had previously set these ASRA subscales as an authorial framework (Corvellec, in press) and, subsequently as themes for the narrative analysis. Emerging patterns within the themes are listed as broad categories of comments (Garson, n.d.) for the online section of the children’s literature course.

Table 7 displays emerging patterns of responses identified within each of the three pertinent ASRA subscales—Reading Activity and Enjoyment, Social Reinforcement, and Tutoring (M. Smith, 1991). The researcher had previously set these ASRA subscales as an authorial framework (Corvellec, in press) and, subsequently as themes for the narrative analysis. Emerging patterns within the themes are listed as broad categories of comments (Garson, n.d.) for the onsite section of the children’s literature course.
### Table 6

**Emerging Patterns of Responses (Within Thematic ASRA Subscales) Listed as Broad Categories From Final Reflection Narratives, Online Section of Children's Literature**

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Emerging Patterns as Broad Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale A: Reading Activity and Enjoyment</strong></td>
<td>course design</td>
</tr>
<tr>
<td></td>
<td>authenticity of activities</td>
</tr>
<tr>
<td></td>
<td>instructor behaviors</td>
</tr>
<tr>
<td></td>
<td>challenge of course</td>
</tr>
<tr>
<td></td>
<td>required textbook</td>
</tr>
<tr>
<td></td>
<td>general enthusiasm for reading</td>
</tr>
<tr>
<td></td>
<td>literature portfolios</td>
</tr>
<tr>
<td></td>
<td>writing a picture book</td>
</tr>
<tr>
<td></td>
<td>specific required projects</td>
</tr>
<tr>
<td><strong>Subscale C: Social Reinforcement</strong></td>
<td>shared enthusiasm</td>
</tr>
<tr>
<td></td>
<td>online course design and format</td>
</tr>
<tr>
<td></td>
<td>impact on family</td>
</tr>
<tr>
<td></td>
<td>context</td>
</tr>
<tr>
<td></td>
<td>bookstore and library</td>
</tr>
<tr>
<td></td>
<td>positives of distance learning</td>
</tr>
<tr>
<td></td>
<td>negatives of distance learning</td>
</tr>
<tr>
<td><strong>Subscale E: Tutoring</strong></td>
<td>instructor as role model</td>
</tr>
<tr>
<td></td>
<td>applicability to practice</td>
</tr>
<tr>
<td></td>
<td>reading with children</td>
</tr>
<tr>
<td></td>
<td>ideas for future classrooms</td>
</tr>
<tr>
<td></td>
<td>cross-curricular reading</td>
</tr>
<tr>
<td></td>
<td>recursive reading attitude</td>
</tr>
</tbody>
</table>

*Note. Patterns interpreted from post-course required narratives, “Final Reflections”*
### Table 7

_Emerging Patterns of Responses (Within Thematic ASRA Subscales) Listed as Broad Categories From Final Reflection Narratives, *Onsite* Section of Children’s Literature_

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Emerging Patterns as Broad Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale A: Reading Activity and Enjoyment</strong></td>
<td>course design</td>
</tr>
<tr>
<td></td>
<td>instructor behaviors</td>
</tr>
<tr>
<td></td>
<td>challenge of course</td>
</tr>
<tr>
<td></td>
<td>required textbook</td>
</tr>
<tr>
<td></td>
<td>general enthusiasm for reading</td>
</tr>
<tr>
<td></td>
<td>self-identified pre-/post-course attitude change</td>
</tr>
<tr>
<td></td>
<td>literature portfolios</td>
</tr>
<tr>
<td></td>
<td>writing a picture book</td>
</tr>
<tr>
<td></td>
<td>specific required projects</td>
</tr>
<tr>
<td></td>
<td>miscellaneous</td>
</tr>
<tr>
<td><strong>Subscale C: Social Reinforcement</strong></td>
<td>shared enthusiasm</td>
</tr>
<tr>
<td></td>
<td>oral reading</td>
</tr>
<tr>
<td></td>
<td>collegiality</td>
</tr>
<tr>
<td></td>
<td>in-class presentations</td>
</tr>
<tr>
<td><strong>Subscale E: Tutoring</strong></td>
<td>instructor as role model</td>
</tr>
<tr>
<td></td>
<td>applicability to practice</td>
</tr>
<tr>
<td></td>
<td>reading with children</td>
</tr>
<tr>
<td></td>
<td>ideas for future classrooms</td>
</tr>
<tr>
<td></td>
<td>recursive reading attitudes</td>
</tr>
<tr>
<td></td>
<td>personal book collections</td>
</tr>
<tr>
<td></td>
<td>experiences with oral reading</td>
</tr>
</tbody>
</table>

*Note.* Patterns interpreted from post-course required narratives, “Final Reflections”
Research Question 3

In order to analyze the impact of and what kinds of instructor (teacher) influence preservice teachers perceived to have affected their reading attitudes, qualitative data obtained from the post-course (onsite and online) “Final Reflections” was analyzed using an inductive narrative approach recommended by Wolcott (1994) and Patton (2002). Emerging patterns of responses within each of the three ASRA thematic subscales—Reading Activity and Enjoyment, Social Reinforcement, and Tutoring (M. Smith, 1991)—were listed within broad categories of comments for each aspect of reading attitude (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) for the online (table 6) and for the onsite (table 7) sections of the children’s literature course.

Specific quotes from the qualitative narratives (“Final Reflections”) were then examined and cross-classified into two additional groupings specific to research question 3 regarding influential teacher behaviors. Table 8 presents representative quotes regarding instructor (teacher) influence classified according to the three thematic ASRA subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) and across the categories of emergent patterns as related to online delivery of a children’s literature course. Table 9 presents representative quotes regarding instructor (teacher) influence classified according to the three thematic ASRA subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) and across the categories of emergent patterns as related to onsite delivery of a face-to-face children’s literature course.
Table 8

Summary of Categories and Quotes Regarding Teacher Influence (Within Thematic ASRA Subscales) In Final Reflection Narratives, Online Section of Children's Literature

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Reading</td>
<td>course design</td>
<td>“You know you are doing the best of your ability as a teacher when the students are learning and having a blast at the same time. That’s what happened in this course.”</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>“This leads me into why, as an instructor, you’ve inspired me to become a more enthusiastic reader. You’ve allowed me to choose what literature I’m interested in reading and have given me a variety of different ways to express my response to literature.”</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>“Simply giving such assignments... demonstrates a professor’s trust in her students and appreciation for the course subject matter.”</td>
</tr>
<tr>
<td></td>
<td>instructor</td>
<td>“You can tell that she truly loves books and reading.”</td>
</tr>
<tr>
<td></td>
<td>behaviors</td>
<td>“Whether it was from a regular lecture to reading a story...it was all done with major enthusiasm.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“You seemed to make it fun to come to class and treated us with respect. We appreciated it.”</td>
</tr>
<tr>
<td>C: Social</td>
<td>shared</td>
<td>“There is nothing worse than being a student in a class in which the teacher does not enjoy the material. Mrs. Gebhard is the antithesis of this figure; she loves reading and books and shares this with her class.”</td>
</tr>
<tr>
<td></td>
<td>enthusiasm</td>
<td>“...the passion Mrs. Gebhard has for reading is evident. Her enthusiasm not only rubs off on her students, it engulfs them.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“...seeing her energy gave all of us the desire to read, read, read!”</td>
</tr>
<tr>
<td>ASRA Thematic Subscale</td>
<td>Categories</td>
<td>Representative Quotes</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>negative impact</td>
<td>of OL course design</td>
<td>“Although the online class was more convenient for my crazy life, I would have loved to extract more of the enthusiasm you have for reading and for encouraging...the love of reading.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I think that the assignments were well-thought-out...but without the proper hands-on instruction and discussion they became difficult and tedious.”</td>
</tr>
<tr>
<td>instructor as role</td>
<td>model</td>
<td>“You’ve served as a role model for our class of future elementary teachers by showing us how to read enthusiastically, use the art of storytelling and expression, and conduct a class about literature that’s fun.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I can only hope that I can inspire my own students as much as she has inspired me.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“A great instructor makes a difference in how much you can take from a class. I have taken a lot.”</td>
</tr>
<tr>
<td>applicability to</td>
<td>future classroom practice</td>
<td>“I enjoyed your enthusiasm in class, especially when you would discuss activities and books that you have used with elementary classrooms.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Thank you...for all the good experiences and ideas. You are an inspiration.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Susan offered suggestions of literature and provided us with wonderful ideas for classroom use.”</td>
</tr>
</tbody>
</table>

Note. Quotes recorded from post-course required narratives, “Final Reflections”
Table 9

**Summary of Categories and Quotes Regarding Teacher Influence (Within Thematic ASRA Subscales) In Final Reflection Narratives, Onsite Section of Children’s Literature**

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Reading</td>
<td>course design</td>
<td>“The curricula covered in the class was more than just a long dissertation, the material was demonstrated by the teacher. I learned not only what but how.”</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>“The instructor...was always enthusiastic to show us her own creations for the assignments which also helped me figure out what I wanted to do.”</td>
</tr>
<tr>
<td></td>
<td>Enjoyment</td>
<td>“The class came alive when the teacher did off the wall things or acted out in crazy ways to grab our attention or teach us that teaching doesn’t always have to be by the book boring.”</td>
</tr>
<tr>
<td></td>
<td>instructor behaviors</td>
<td>“I also believe that the instructor for this course was right on when it comes to personality. Children’s literature is supposed to be fun and exciting and that is exactly how I would describe the way the instructor taught.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“From the teacher’s style of teaching, I was really inspired to read more often.”</td>
</tr>
<tr>
<td>ASRA Thematic Subscale</td>
<td>Categories</td>
<td>Representative Quotes</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C: Social Reinforcement</td>
<td>shared enthusiasm</td>
<td>“By reading to us and being enthusiastic about reading all the time, she showed us the passion she has for literature and passed part of that passion on to us.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“...I enjoyed coming to class because the instructor was so enthusiastic about the class. The enthusiasm was contagious and I could not help but feel good when I was in the class.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The professor of this course really inspired me to be more enthusiastic about reading because it was obvious how enthusiastic she was about it.”</td>
</tr>
<tr>
<td></td>
<td>oral reading</td>
<td>“I liked it when you would read different books to us. You really got into your reading and you were not afraid to show it our the class....You really inspired me to read more books and to not be afraid in front of the class to be silly.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I felt that the instructor had a huge impact in inspiring me to be a more enthusiastic reader. I felt that the instructor would do this everyday we could have her class. She would always start class off by reading an excerpt from a book with great enthusiasm and energy.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“(Mrs.) Gebhard had an impact as well on the way that I read... she would introduce a read aloud with great excitement. By using different tones, voices, facial expressions, and hand gestures, she made the story time an interesting, engaging, and intriguing event.... Instead of just reading, I need to READ!”</td>
</tr>
</tbody>
</table>
Table 9 (continued).

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: Tutoring</td>
<td>instructor as role model</td>
<td>“Susan serves as a model for all of her students. She has been in the elementary classroom, and she brings with her years of experience that give her credibility....Above all, she treats her students as colleagues and peers. She would never expect us to do something she hasn’t done a hundred times before, and because of that she has gained the respect of her students.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“From this class I also received a perfect model of teacher I want one day to become.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Also, she told inspirational stories of students she had taught in elementary schools and the way reading and books affected them.”</td>
</tr>
<tr>
<td></td>
<td>applicability to practice</td>
<td>“As a teacher, I need to remember that reading can be more than part of the curricula. It can be exciting and mysterious, dangerous, scary, and full of hope...that is one of the most valuable lessons I gathered from you.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Taking Children’s Literature with the teacher we had and having to do the projects we had to do made me realize just what teaching is all about and showed me the best way to learn how to do something is just by doing it.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>”The teacher in this class was enthusiastic and fun. She showed us how to get the students we are involved with enveloped by literature.”</td>
</tr>
</tbody>
</table>
Table 9 (continued).

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
</table>
|                        | reading with children | “I never had the opportunity to have someone read to me as you did to the class. It is that excitement I want to be sure and share with my students....Now I can show others how enjoyable reading can be.”  
“She also definitely taught me how to read more enthusiastically and loudly when reading to children. It was fun to listen to her read with different voices and it really caught my attention.”  
“One of my favorite parts was when she read to us. It made me want to pick up that book and read it out loud to someone. I wish I could just pick up a book and read it aloud to some kids to see how they would react to it.” |

Note. Quotes recorded from post-course required narratives, “Final Reflections”

Research Question 4

In order to analyze the impact of and what kinds of literacy class activities preservice teachers perceived to have affected their reading attitudes, qualitative data obtained from the post-course (onsite and online) “Final Reflections” was first analyzed using an inductive approach recommended by Wolcott (1994) and Patton (2002). Emerging patterns of responses within each of the three ASRA subscales—Reading Activity and Enjoyment, Social Reinforcement, and Tutoring (M. Smith, 1991)—were listed within general categories of comments for each aspect of reading attitude (Reading
Activity and Enjoyment, Social Reinforcement, and Tutoring) for the online (table 6) and for the onsite (table 7) sections of the children’s literature course.

Specific quotes from the qualitative narratives (“Final Reflections”) were then examined and cross-classified into two additional groupings specific to research question 4 regarding literacy class experiences. Table 10 presents representative quotes regarding literacy class experiences classified according to the three thematic ASRA subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) and across the categories of emergent patterns as related to online delivery of a children’s literature course. Table 9 presents representative quotes regarding literacy class experiences classified according to the three thematic ASRA subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) and across the categories of emergent patterns as related to onsite delivery of a face-to-face children’s literature course.

Table 10

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Reading Activity and Enjoyment</td>
<td>challenge of course</td>
<td>“Thank you for an exciting and very challenging year. I have learned so much about children’s literature and about myself...”</td>
</tr>
<tr>
<td></td>
<td>required textbook</td>
<td>“I actually cannot remember a good text book I have read in college besides children’s literature.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I guarantee that the only textbook that I have read cover to cover is this children’s literature text.”</td>
</tr>
</tbody>
</table>
Table 10 (continued).

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>general</td>
<td>“This children’s literature class single handedly changed my opinion in reading.”</td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td>“This children’s literature class has inspired me in more ways than I could’ve imagined. For the first time in my life, reading is fun.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“When I think of myself as a reader now, I realize my enjoyment level has risen to an all-time high.”</td>
<td></td>
</tr>
<tr>
<td>literature</td>
<td>“This course was very inspiring. The required genres made me appreciate the many forms of literature....There are some genres that I would not have read on my own and I like the fact that I had to read books from them...”</td>
<td></td>
</tr>
<tr>
<td>portfolios: genre</td>
<td>“The literature portfolio assignment was...a key factor in my becoming a more enthusiastic reader.”</td>
<td></td>
</tr>
<tr>
<td>book selection</td>
<td>“...I absolutely LOVED writing the children’s book.”</td>
<td></td>
</tr>
<tr>
<td>writing a picture book</td>
<td>“…the assignment that affected my ideas about reading the most was the picture book. I think to truly appreciate reading, you must attempt to write.”</td>
<td></td>
</tr>
<tr>
<td>ASRA Thematic Subscale</td>
<td>Categories</td>
<td>Representative Quotes</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
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</tr>
</tbody>
</table>
| specific required projects | “Each of the activities allowed me to express my creative side while tying it into literature.”  
“My favorite activity was the dramatization for biographies. I like this one best because I remember as a child doing book reports and I hated them.”  
“Now I can pick and choose literature that extends beyond just the written word, not only for my classroom students but for my most important students of all—my sons.”  
“In collecting books for my portfolio, I derived a great amount of reading pleasure…especially from sharing them with my children.”  
“…each of the assignments meant something different to me and to other people in the class.”  
“…I concluded that the purpose (of reading) is one that is highly personal and determined by the person and the situation.” |
<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bookstore and library</td>
<td>“I thought it was cool because it was okay for me to walk into the bookstore and sit in the children’s section to read books and they didn’t think I was a nutcase.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“This class has also encouraged me to open a library membership for the first time in 12 years. I forgot what a fantastic place a public library can be.”</td>
</tr>
<tr>
<td>positives of distance learning</td>
<td></td>
<td>“I think if we would have met face to face at every class, the variety of the projects may have suffered. I think the projects all may have had the same look and feel.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“During real classroom discussions, I always have my personal ‘filters’ on so I don’t reveal too much of how I really feel. When writing online however, some of these barriers come down and I was shocked at how much thought and introspection I put into my work.”</td>
</tr>
<tr>
<td>negatives of distance learning</td>
<td></td>
<td>“I was concerned about taking this particular class over the internet. It always seemed to me that books and children’s literature are about touching and feeling and working side by side with classmates.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I am sorry our class didn’t have more face to face meetings. I think this is a really great bunch of people and I would have enjoyed hearing more of their views and opinions.”</td>
</tr>
</tbody>
</table>
Table 10 (continued).

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: Tutoring</td>
<td>ideas for future</td>
<td>“For the first time, I am proud to keep aside everything I accomplished for my portfolio. I finally have some interesting ideas that I can use in the classroom.”</td>
</tr>
<tr>
<td></td>
<td>classrooms</td>
<td>“...I got some very good ideas for projects that I may want to use in my own classroom someday...”</td>
</tr>
<tr>
<td></td>
<td>cross-curricular</td>
<td>“Now I know that for every Math problem, Science experiment, English assignment, or history lesson, there is an exciting book just waiting to be pulled off the shelf and put to good use.”</td>
</tr>
<tr>
<td></td>
<td>reading</td>
<td>“I had never even thought about using children’s books to teach about anything other than reading. I was way off the mark.”</td>
</tr>
<tr>
<td></td>
<td>recursive reading</td>
<td>“I am now beginning to understand the vital role reading plays in a child’s learning experience. It is almost like a cyclical effect. Reading fuels the imagination, and imagination fuels more reading.”</td>
</tr>
<tr>
<td></td>
<td>attitudes</td>
<td>“I feel that I have become a better reader by this experience and I would like to pass on this experience to my students in the hope that they will find reading to be a positive experience too.”</td>
</tr>
</tbody>
</table>

*Note. Comments recorded from post-course required narratives, “Final Reflections”*
Table 11

Summary of Themes and Quotes Regarding *Literacy Class Experiences (Within ASRA Subscales) In Final Reflection Narratives, Onsite Section of Children’s Literature*

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Reading Activity</td>
<td>challenge of</td>
<td>“With blunt and sincere conviction, I can say that this course was a pain in the butt and yet, I would take it all over again.”</td>
</tr>
<tr>
<td></td>
<td>course</td>
<td>“On the first day of class, my instructor said she was going to challenge us and that some days we would hate her for it and some days love her for it. Knowing she put a challenge in front of me from day one made me want to put out 110% for the class.”</td>
</tr>
<tr>
<td></td>
<td>required textbook</td>
<td>“I actually enjoyed reading our textbook, and I was engaged each and every day during class.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“...I really liked the fact that I read the textbook and had a chance to respond to it instead of reading it to memorize facts for a test. It made me look more positively at textbook reading instead of just dreading the thought of having to read....”</td>
</tr>
<tr>
<td>B: Reading Enjoyment</td>
<td></td>
<td>“This course in children’s literature was probably the most effective class I have ever taken in my two years here at Slippery Rock. It has made me take a second look into reading for pleasure and renewed my spirit for reading altogether.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I found the children’s literature class to broaden my previous love and knowledge for books and regain the initial feelings associated with reading when I was in elementary school.”</td>
</tr>
<tr>
<td>ASRA Thematic Subscale</td>
<td>Categories</td>
<td>Representative Quotes</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>self-identified</td>
<td>“Through the course of this class I really feel that my view of books has changed. I knew this the day I sat down with a book and read for hours. Never was I more proud of myself than then.”</td>
</tr>
<tr>
<td></td>
<td>pre/post-course</td>
<td>“...I would have to say that up until this course in college my reading experience was quite negative. After taking this course I would say it has become a much more positive experience....Overall, I say this course has greatly affected my feelings and emotions towards reading. I now become excited to read.”</td>
</tr>
<tr>
<td></td>
<td>attitude change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>literature</td>
<td>“Children’s literature has helped me to realize the different genres of books and which ones I like most....The class has made me excited to go pick up new books and try to figure out what genre they would be in then I can find other books I might like to read.”</td>
</tr>
<tr>
<td></td>
<td>portfolios: genre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>book selection</td>
<td>“With this new knowledge of reading style, genres, and response method I have certainly found a new passion for reading.”</td>
</tr>
<tr>
<td></td>
<td>writing a picture</td>
<td>“Writing our own children’s book was very stressful, but it all paid off in the end. Looking at my book now makes me so happy and I wouldn’t give it up for anything.”</td>
</tr>
<tr>
<td></td>
<td>book</td>
<td>“If I had to choose a favorite project, it would have to be the one thing I dreaded: CREATING A CHILDREN’S BOOK.”</td>
</tr>
<tr>
<td></td>
<td>specific required</td>
<td>“I loved so many activities from class. Some of my favorites were the leprechaun traps, biography birthday bash and when we acted out the biographies we read as if we were that person.”</td>
</tr>
<tr>
<td></td>
<td>projects</td>
<td>“My feelings began to change towards reading when I was given my first assignment....As the course continued I became more and more enthusiastic about reading.”</td>
</tr>
</tbody>
</table>
### Table 11 (continued).

<table>
<thead>
<tr>
<th>ASRA Thematic Subscale</th>
<th>Categories</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>miscellaneous</td>
<td>Miscellaneous</td>
<td>“Now that I know what to look for in a good book, maybe reading... won’t be so awful.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Reading is fun, especially when you can choose what you want to read. However, I have learned that giving new reading material a chance can also turn out to be fun.”</td>
</tr>
<tr>
<td>C: Social</td>
<td>collegiality</td>
<td>“...it was nice to see how outgoing everyone became from the beginning of the year. By the end of the semester, it seemed like our class was just a huge group of friends...”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The chemistry of the class was something of an anomaly. There was genuine respect for one another...”</td>
</tr>
<tr>
<td></td>
<td>in-class</td>
<td>“The idea of...having us present to the class really had a positive impact on me and my reading.”</td>
</tr>
<tr>
<td></td>
<td>presentations</td>
<td>Many courses teach textbook versions of what we are ‘supposed to do’ but we rarely have the chance to actively practice those ideas in front of a class like this.</td>
</tr>
<tr>
<td>E: Tutoring</td>
<td>ideas for future</td>
<td>“I never knew how to convey my love for...books to others. The course taught me how to do so...I wanted to be an enthusiastic reader before; I had the passion, but now I have the skills to put that all into practice.”</td>
</tr>
<tr>
<td></td>
<td>classrooms</td>
<td>“At the beginning of the semester I absolutely hated reading. However, I have now found a purpose for literature in the classroom.”</td>
</tr>
<tr>
<td>ASRA Thematic Subscale</td>
<td>Categories</td>
<td>Representative Quotes</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>recursive reading</td>
<td>“I hope that the future teachers that love children’s literature will make their students enjoy reading and realize that it doesn’t always have to be a bad thing to do.”</td>
</tr>
<tr>
<td></td>
<td>attitudes</td>
<td>“As more and more kids turn away from books it is up to me as a future educator to learn the ways to bring kids back to books and make the ‘boring’ genres interesting.”</td>
</tr>
<tr>
<td></td>
<td>personal book</td>
<td>“I was not really into reading before I took this class. Now, I enjoy reading children’s literature. I also find myself buying more of it, too!”</td>
</tr>
<tr>
<td></td>
<td>collections</td>
<td>“This course really helped me to get more familiar with all the many types of great books available for children and showed me how important collecting and reading books for children really is.”</td>
</tr>
<tr>
<td></td>
<td>experiences with oral reading</td>
<td>“When I was in the bookstore, I was reading the one book aloud to my mom and a few kids started to listen to me. This felt so great to see that kids would be interested in me reading to them.”</td>
</tr>
<tr>
<td></td>
<td>oral reading</td>
<td>“Reading aloud was better than I could have imagined, and I knew just how to engage the children in what I was trying to do.”</td>
</tr>
</tbody>
</table>

*Note. Comments recorded from post-course required writing pieces, “Final Reflections”*
CHAPTER V

Discussion

Introduction

This study investigated the relationship between a post-secondary literacy class, instructor behaviors, and/or course delivery and preservice teachers’ attitudes towards reading. Each preservice teacher in two sections of a children’s literature course (one onsite and one online) completed a pre-and post-course quantitative survey instrument, the Adult Survey of Reading Attitudes or ASRA (Smith, 1990). Items on the ASRA assessed five subscales (M. Smith, 1991), each representing a dimension of reading attitude. However for purposes of this study only those items attached to subscale A (Reading Activity and Enjoyment), subscale C (Social Reinforcement), or subscale E (Tutoring) were examined. Subjects also composed two narrative pieces, a pre-course “Reading Autobiography” and a post-course “Final Reflection.” The “Final Reflection” was subject to narrative analysis.

The first portion of the study (research questions 1 and 2) analyzed quantitative data from the ASRA by means of either an intra- or inter-group pretest/posttest design. This portion of the research first examined changes in preservice teachers’ attitudes
toward reading before and after an online or onsite literacy course. Secondarily, the study examined the relationship between preservice teachers' attitudes toward reading before and after the completion of an online versus an onsite literacy course. However, because “...narrative analysis is a more in-depth alternative to survey research” (Garson, n.d., p. 1), statistical findings will be substantiated or explicated in this discussion by means of anecdotal evidence selected from post-course narrative pieces.

The second portion of the study (research questions 3 and 4) involved inductive narrative analyses of the post-course “Final Reflection” writings. The narrative analysis research approach offered “...respondents the venue to articulate their viewpoints and evaluative standards...” (Garson, n.d., p. 1) and permitted subjects to tell their own stories in a reasonable and recursive way. Situational, behavioral, or contextual issues that preservice teachers perceived to have influenced their reading attitudes were identified in terms of the three previously-identified ASRA subscales (M. Smith, 1991): subscale A (Reading Activity and Enjoyment); subscale C (Social Reinforcement); and subscale E (Tutoring). The researcher set these subscales as authorial themes. After inductive analysis of the narratives, emerging patterns were identified and reported as broad categories. Finally, representative quotes were then sorted in terms of teacher influence (research question 3) or literacy class experiences (research question 4) and recorded within categories.

It is important to reiterate that the researcher for this study also acted as the instructor for the two sections of children’s literature under consideration. This dual role created what Hiles (2002) terms a “transpersonal paradigm” (p. 1) in which data collected and the analysis of it utilized subjective experience and discernment, both that of the
subjects and of the researcher, rather than reflecting purely empirical elements. Hiles proposes that transpersonal research, including narrative analysis, is a subset of the heuristic approach and is, therefore, inherently participatory, assuming the involvement of the researcher. Narrative also provides a key way to investigate authentic experiences. Redwood (1999) contends that narrative analysis ought not only to emphasize temporality—time and place—but also requires the “multiply-placed voice of the researcher” (p. 1).

Much of the qualitative data presented for discussion reflects autobiographical connections (Moustakas as cited in Hiles, 2002) between the researcher, the preservice teachers under consideration, and the phenomena (two children’s literature courses) about which the narratives were composed. Rather than detracting from the current study, this researcher believes that “knowing through participation” (Hiles, 2002, p. 2) enhances the narrative analysis. Recall that Bandura (1977) posited the existence of reciprocal determinism in which individuals act upon their environment and, in turn, are transformed by it. Vygotsky (1978) claimed that knowledge was a function of environment and interaction with others in the environment, and Langer (1986) stressed that literacy could only be understood in a situational sense.

As both researcher about and teacher for the children’s literature classes, this researcher was an integral part of the “community of learners” (Jonassen, 1994, Lave & Wenger, 1991) and, at the conclusion of the shared experience, attempted to synthesize the various perspectives of and experiences expressed in the narratives. The resulting discussion reflects participatory knowing; “...in participating in such an act, we reveal tacit knowledge about ourselves and tacit knowledge of the world we participate in”
(Hiles, 2002, p. 13). Additionally, it should be noted that previous research also indicates
that the relationship preservice teachers have with a current professor will influence the
manner with which they approach his/her course and how much they are willing to read
for it (Manna & Misheff, 1987), so the researcher’s personal connection with the subjects
becomes an integral element under consideration in this research.

Interpretation of Results

Research Question 1

The first research question examined the impact of a required literacy course
(either face-to-face or online) on preservice teachers’ attitudes towards reading.

1. What are the changes in preservice teachers’ attitudes
   a. before and after completing an online literacy course?
   b. before and after completing an onsite literacy course?

Using the Adult Survey of Reading Attitude, or ASRA (Smith, 1990), as both a pre- and
posttest instrument, students’ dispositions towards reading were measured prior to and
following their participation in one or the other of the sections of a children’s literature
course. Pre- and posttest scores were analyzed by section (online or onsite) and by
ASRA subscale (M. Smith, 1991) to determine statistical significance.
Research Question 1a

With regard to mean scores for ASRA subscale A, the current study revealed that there is a statistically significant difference in preservice teachers’ attitudes regarding reading activity and enjoyment before and after having completed a required literacy class via online delivery. Participation in an online children’s literature course increased respondents’ scores regarding their choices to engage in reading for pleasure. One respondent wrote, “Thank you for an exciting and very challenging semester. I have learned so much about children’s literature and about myself and about the scary computer and internet that we had to utilize.” These results suggest that intentionally-structured experiences with literacy, even asynchronous ones, may have positive effects on participating students’ willingness to engage in positive reading behaviors. A corollary proposition is that individuals identified as being aliterate might become increasingly literate if they are exposed to appropriate social models and authentic literacy contexts and activities.

These findings parallel those of Smith, Ferguson, and Caris (2001) in which it was determined that appropriately-designed online courses elicited increased higher-order thinking and those of Kim, Hannafin, and Kim (2004) who discerned that online learning improved students’ reflective and critical-thinking abilities. In this research, hybrid course design (see Appendix I) involving use of collaborative learning strategies, asynchronous learning communities, and full integration of technology resulted in a more positive effect—students’ attitudes towards reading for pleasure were enhanced. One online respondent summarized it like this. “The way you put the class together and how...
we met a few times and were able to post our thoughts and works on the web and how we were able to respond to one another really made it a positive and interesting experience.”

In the current study, no significant pre- and post online course difference was discerned in mean scores for those ASRA items measuring social reinforcement. In other words, student participation in the online course resulted in no statistically significant impact on the extent to which students’ reading activity was influenced by others’ actions or beliefs. It would appear that, for the group of preservice teachers involved in this study at least, an online literacy class—even one structured as a hybrid course—failed to offer them meaningful opportunities for social reinforcement. These findings reflect those of Jung (2001) in which lack of student-teacher and/or student-student interactions (social reinforcement) was cited as the greatest source of frustration for online students. Previous research by Manathunga (2002) asserted that effective teacher preparation can be accomplished through hybrid courses—classes which utilize traditional in-class formats with distance-learning ones. However Ferdig and Roehler (2004) noted inconsistent student success regarding either hybrid or online course delivery, particularly in the areas of social interaction. One student wrote, “I am sorry our class didn’t have more face to face meetings. I think this is a really great bunch of people and I would have enjoyed hearing more of their views and opinions.” Another expressed a similar sentiment; “I just wish the literature...was something we could have shared as a class. I would have loved to see some of the other books people chose and their activities that went with them.”

This research also detected no significant pre- and post-online course difference for scores on ASRA subscale E, tutoring, indicating that the online literacy students did
not change their dispositions about receiving pleasure from the teaching of reading. With regards to these findings, the composition of the online class is of particular interest to this researcher. Because the section was designed as a hybrid course and had its very few face-to-face meetings scheduled in the evenings at an off-campus satellite-learning center, most of the students enrolled in this section could be classified as “non-traditional.” In other words, although they were at the same point in their undergraduate studies as more typical residential or four-year students, many of them were second-career education majors and/or had chosen to return to college as older individuals. Several of these students were already serving as classroom assistants or other child-care providers, and a number of them had young children of their own. Additionally, even if students were not already working with children in some capacity, one would expect that any learner enrolling in a teacher education course would enjoy activities involving teaching or tutoring. Thus, it is probable that many of the subjects in the online section of the course possessed positive attitudes toward the tutoring of reading prior to the start of the children’s literature course. However, it is equally possible that participation in the class may have further enhanced their dispositions towards literacy. To wit, one respondent claimed, “…I think of myself as a children’s literature fan. I enjoy reading any type of children’s literature….I absolutely love reading to my students and my own children….but this class has inspired me to love it even more and to do so much more with it. I am so excited about all of the new things that I have learned and I can’t wait to try all of them.”
Research Question 1b

A comparison of mean pretest and posttest scores for ASRA subscale A indicated a statistically significant attitude difference before and after a face-to-face children’s literature class. Results of this study indicated that participation in the course impacted preservice teachers’ attitudes with regard to the extent that they choose to read for personal pleasure. One onsite respondent asserted, “...I would have to say that up until this course in college my reading experience was quite negative. After taking this course I would say it has become a much more positive experience... Overall, I say this course has greatly affected my feelings and emotions towards reading. I now become excited to read.”

Readers who, prior to the course, had been reluctant to read claimed to have become more enthusiastic; “Before taking children’s literature, I thought of reading as a chore.... Children’s literature helped...to bring back memories of reading for fun.” Students who possessed positive reading attitudes before the start of the course articulated that their dispositions had been enhanced. “I have found the children’s literature class to broaden my previous love and knowledge for books....” Along with impacting attitude, the class also appears to have increased the amount of time that respondents devote to reading. “Through the course of this class I really feel that my view of books has changed. I knew this the day I sat down with a book and read for hours. Never was I more proud of myself than then.” Onsite students’ willingness to engage in literate behaviors were also positively impacted; “About three months ago I would have never even wasted my time with picking a book up. Now I cannot get enough...”
Additionally, statistical analysis revealed that students in the onsite children’s literature class exhibited a significant change in reading attitude regarding ASRA subscale C, the social reinforcement of reading. The statistical significance was substantiated by quotes such as, “...it was nice to see how outgoing everyone became from the beginning of the year. By the end of the semester, it seemed like our class was just a huge group of friends.” The face-to-face students developed and demonstrated a remarkable collegiality throughout the course; statistical analysis of the empirical data confirmed positive social interaction, and narrative comments indicated the general impression a collaborative social reinforcement had made on their engagement with reading. “I gained a lot of great ideas from...my colleagues...my peers had great ideas that helped to make reading more fun.”

However, there is no statistically significant evidence to suggest that the online course impacted pre- and post-course attitudes regarding the teaching or tutoring of reading (ASRA subscale E). The fact that the tutoring of reading was the only ASRA subscale not to show evidence of attitudinal change with regard to the onsite course is of special note. The findings are interesting in that the onsite course had several early field experiences built into the syllabus during which preservice teachers interacted and read with elementary students. Thus, the findings are at odds with results of McCabe and Miller’s (2003) research which determined that tutoring in the area of elementary literacy resulted in significant positive attitude changes. Secondly, although the pre- and posttest scores related to tutoring were determined to be statistically insignificant, the “Final Reflections” made frequent mention of how memorable and influential the field literacy
tutoring experiences actually had been; “...I also received valuable reading experience in a classroom sharing my children’s book with the students.”

The field experience helped students to recognize the recursive nature of reading attitude. They articulated it in this way; “...if you are excited about a book and about reading, then it’s much easier for students to share those same feelings with you. I learned this first hand when I got to read books in an elementary classroom.” The contagious enthusiasm that occurs during interactions with elementary students is readily apparent in quotes such as, “When I shared my book with the children, I was excited about it...they gave me such a good response...about my book and the pictures that it just put a great big smile on my face, which was all I needed.” Representative comments clearly indicate that the preservice teachers, themselves, felt that the extent to which they derived pleasure from the teaching of reading had been significantly impacted in very positive and personal ways. “At the beginning of the semester I absolutely hated reading. However, I have now found a purpose for literature in the classroom, and I love it.”

Explication for the contradiction between negative statistical findings and the positive commentaries likely include the fact the children’s literature course is a prerequisite for admission to the college of education at this university. Therefore, students enrolled in this literacy class intend to major or are exploring an undergraduate major in elementary education. It stands to reason that students with this future goal would be predisposed to positive attitudes towards the teaching of any subject matter, including literacy, and would therefore exhibit high attitudinal scores prior to the course, itself. Several students expressed a pre-existing positivism with comments like, “I was already an enthusiastic reader before taking this...class.” Regardless, selected narratives
articulated preservice teachers’ perceptions about the positive influences of this particular class design, its collaborative activities, integrated field experience, and course teacher behaviors with quotes similar to this one: “This children’s literature class single handedly changed my opinion about reading.”

Research Question 2

Research question two looked to contrast participation in either a face-to-face or online required literacy course with preservice teachers’ attitudes towards reading.

2. What is the relationship between preservice teachers' attitudes toward reading before and after the completion of an online versus an onsite section of a required literacy course?

Using the Adult Survey of Reading Attitude, or ASRA (Smith, 1990), as a posttest questionnaire, students’ dispositions towards reading were measured following their participation in an online or a face-to-face section of a children’s literature course. In order to determine the statistical relationship between the two, the posttest scores for students in the online section of children’s literature were compared with the posttest scores of students in the onsite section of children’s literature. This research does not indicate a statistically significant difference in the attitudes that preservice teachers have towards reading after participating in either a face-to-face versus an online literacy course. Although this study examined affective rather than cognitive outcomes, these results are consistent with the “no significant difference” research of Russell’s meta-study (1999).

Interestingly, narrative data also concurs with Summers, Waigandt, and Whittaker’s findings (2005). Their research confirmed that, while no significant
achievement difference was found between online and onsite students, course satisfaction tended to be significantly less among the distance learners. Comments from selected online learners indicated feelings of frustration and a desire for additional onsite interaction time. “Face to face meeting tonight—truly enjoyable. I actually wish this class met more often.” Some online learners described appreciation for the hybrid nature of the course while also expressing desires for more synchronous instruction. “I really enjoyed our face-to-face meetings, but the at-home assignments were a bit daunting.” Of particular note was a sentiment expressed by several online students that, while the online section fit best into their schedules and “crazy” lives, the distance-learning format would not be their first choice of course delivery method. “I was concerned about taking this particular class over the internet. It always seemed to me that books and children’s literature are about touching and feeling and working side by side with classmates.” According to Distance Education (2001), comments such as this provide evidence that many students perceive online coursework to lack the level of interpersonal interaction essential for successful teaching and learning.

Narrative data from the onsite students revealed far fewer mixed messages. The overriding sentiment was one that recognized the children’s literature course as having had a positive impact, but without the delivery reservations expressed by their online counterparts. “This course in children’s literature is probably the most effective class I have ever taken.... It made me take a second look into reading for pleasure and renewed my spirit for reading altogether.” The “Final Reflections” contained commentary indicating that online students’ appreciation for the course extended beyond the delivery method and collegial relationships with the instructor and peers to encompass content and
the authenticity of experience the course provided. “Overall this course was so extensive and covered so much information and hands-on experience that I could not help bragging to other students about the instruction and the valuable knowledge and skills that this course has given me.” Finally, students who entered the online course predisposed to a positive reading attitude were able to articulate the attitudinal modifications among their peers and to attribute it clearly to the children’s literature course; “…although not much has changed about my own reading choices and preferences, I found it interesting to see my classmates change over the period of the class.”

Research Questions 3 and 4

Discussion regarding research questions 3 and 4 will provide descriptions and interpretations of learners’ stories and experiences based upon recollections and statements about literacy perceptions and reading attitude. In considering the “Final Reflections,” the use of narrative analysis and the resulting development of modified case stories offers multiple perspectives towards understanding preservice teachers’ reading attitudes, particularly with regard to teacher influence and course activities they perceived to have impacted them the most. Statistical evidence, such as that generated by an examination of the ASRA pre- and posttest scores, provides partial insight into affective behaviors; however, “Human knowledge goes beyond...to include experiences, meanings and perspectives. It is the function of narrative to encode these experiences and lead to construction of a sense of reality” (Hiles, 2002, p. 10).
Research Question 3

Research question three examined instructor behaviors that preservice teachers understood to have impacted their dispositions toward reading.

3. What is the impact of instructor (teacher) influence on preservice teachers' attitudes toward reading?

At the conclusion of both a face-to-face and an online children’s literature course, the preservice teachers enrolled in the two sections were asked to compose a narrative piece, the “Final Reflection,” in which they responded to and elaborated upon several prompts. These prompts were based on those created by Applegate and Applegate (2004) and were selected and presented to offer opportunities for the preservice teachers to share affective perspectives.

Ruddell’s study (1995) regarding “influential teachers” indicated that sociocultural aspects of literacy (Langer, 1986) are of equal importance to the strategic teaching of reading skills. “Influential teachers” are those educators who are perceived to have exerted a contagious and lasting impact on students’ positive literacy dispositions. Applegate and Applegate (2004) posited that post-secondary students, while generally lacking recollections of past “influential teachers,” might modify their reading attitudes based upon college role models.

In the current study, preservice teachers’ reflections indicated that post-secondary teacher modeling is, indeed, a highly effective attitude intervention. In discussing the narrative data, this study will present it according to the ASRA thematic framework and within the broad categories used to sort the preservice teachers’ writings.
ASRA subscale A, Reading Activity and Enjoyment

For the design of the ASRA, M. Smith (1991) identified particular subscales for the topic of reading attitude. The first of these (denoted by this researcher as subscale A) represents a thematic reference to subjects’ Reading Attitude and Enjoyment and refers to the extent to which a respondent chooses to read for pleasure. The choice to read or not to read is, ultimately, that of the reader (Goodwin, 1996; Kolloff, 2002; Scales & Rhee, 2001), however research has demonstrated that an enthusiastic teacher-model at any level can influence students’ desire to read and their enjoyment of reading (Applegate & Applegate, 2004; Ruddell, 1995).

Subjects in both sections of children’s literature consistently referenced ways in which the course had been designed as instances by which the instructor had affected positive attitude changes. There was a recognition that the teacher’s influence had begun even before the class started when the course elements were being selected and the syllabus was being created; “...perhaps the most important lesson was how to present reading. The curricula covered in the class was more than just a long dissertation, the material was demonstrated. I learned not only what but how.” Narratives indicated respondents’ awareness that the instructor had structured the literacy course in a particular way, and that such an intentional design had positively affected the atmosphere of the class and the students involved with it. “Simply giving such assignments... demonstrates a professor’s trust in her students and appreciation for course subject matter.” One respondent indicated appreciation for the way in which instructor had influenced the design of the course so as to create a sense of self-confidence as well as
that of collegiality. “She...created an atmosphere comfortable for students to be...in front of their peers.”

Subjects seemed to be keenly aware of the affective interplay between the instructor and the course design. “I would say that the activities (she) required made me a more enthusiastic reader...the instructor’s choice of topics has inspired me to be a more active and enthusiastic reader.” Additionally, respondents perceived that the instructor had carefully considered the activities built into the syllabus and ways to introduce them. “The instructor...was always enthusiastic to show us her own creations of the assignments, which helped me figure out what I wanted to do.”

Similar to findings of a study by Lutrell and Parker (2001), students expressed appreciation for the instructor’s acknowledgement that reading attitude is linked to the self-selection of text. One wrote, “This leads me into why, as an instructor, you’ve inspired me to become a more enthusiastic reader. You’ve allowed me to choose what literature I’m interested in reading and have given me a variety of different ways to express my response to literature.” Another respondent stated, “The types of activities she picked will get any student interested in reading, especially if he/she can pick the books that interest them.”

Other students noted that the instructor’s choice to include texts perceived to be particularly relevant to elementary students or representative of the instructor’s own previous classroom experiences had impacted them in positive ways. “When the professor incorporates authentic text...into the class it becomes more engaging; however, I could probably count those...professors on one hand.” Narrative quotes were also consistent with research by Allen (2003) in that preservice teachers equated an
instructor’s choice of motivating instructional design elements with their own sense of enthusiasm for the course. “She showed me that you know you are doing the best of your ability as a teacher when the students are learning and having a blast at the same time.”

It is important to note that virtually every “Final Reflection” made reference to the broad notion that instructor behaviors have the potential to inspire reading activity or enjoyment. “Whether it was from a regular lecture to reading a story...it was all done with major enthusiasm.” One student remarked about the instruction in generally interpersonal terms. “I...believe that the instructor for this course was right on when it comes to personality. Children’s literature is supposed to be fun and exciting and that is exactly how I would describe the way the instructor taught.” Others expressed their thoughts that particular instructor behaviors were contagious. “From the teacher’s style of teaching, I was really inspired to read more and more often.” Some respondents referenced particular instances of teacher behaviors that had influenced their personal reading activity. “Sitting in class listening to you say how you can just sit down and read an entire book without putting it down sounds fantastic and has encouraged me to try and do the same. I actually did that one time with a book I got out of the public library...and felt so proud of myself once I finished it.”

Students perceived that their enjoyment of reading was influenced by the demonstrated enthusiasm of the instructor. “The class came alive when the teacher did off the wall things or acted out in crazy ways to grab our attention or teach us that teaching doesn’t always have to be by the book boring.” There was also an articulation of the fact that, for some respondents, their enjoyment of the children’s literature course in particular and of reading in general was dependent upon teacher influence. “The
teaching in this course was exceptional. Without an enthusiastic, fun, and interesting teacher this class could have been the complete opposite experience.” Interestingly, the overt enthusiasm displayed by the instructor and the intensity of the course activities was initially perceived by several students to be overwhelming. “I was a little scared at first because I saw all the work that we were having to do and after meeting her for the first time and seeing how outspoken and outgoing she is. But my mind was changed quickly when I saw how dedicated she really is to books and teaching. She gave us a glimpse into what a true educator is like.”

Ramsay (2002) posited that, rather than being aliterate, most college-aged readers had simply “fallen out of” positive reading habits. Selected narrative comments confirmed that some of the preservice teachers did not dislike reading in and of itself, but that their positive reading attitudes were primarily linked only to memories of childhood experiences. It was by the instructor’s re-activating those memories that the greatest attitudinal impact was made; “…there are few (professors) who know how to get twenty year olds going back to that feeling of youth by reacquiring their passion for reading.” Along the same lines, several teachers mentioned ways in which the teacher for the children’s literature course reminded them of a childhood reading role model and, thus, had impacted their adult reading attitude. “It does help that she reminded me of how my aunt teaches and I love that.”

Perhaps most importantly for the purposes of this study, narrative results substantiate Asselin’s research (2004) identifying modeled reading enjoyment as the most effective strategy for promoting students’ engagement with reading. Several respondents included comments in their narratives that articulated ways in which teacher influence
within the children’s literature course had significantly impacted their self-identified negative pre-course reading attitudes; “...after hearing you discuss this daily in class and seeing how much fun you can receive from reading, it’s really changed how I’ve felt as well.” A previously reluctant reader summed the attitudinal impact of teacher influence in this way; “I believe that she was an all-around success when it came to dealing with me and my hatred towards reading any type of material.”

ASRA subscale C, Social Reinforcement

This research refers to the Social Reinforcement subscale of the ASRA (M. Smith, 1991) as subscale C; this theme references the extent to which a respondent’s reading activity is influenced by others’ actions or beliefs. The “Final Reflections” contained commentary that intimated preservice teachers’ understandings of context-bound teacher influence and that recognized the intimate social interplay between instructor, activities, course, and classmates. Bandura’s work with social modeling (1977) and Vygotsky’s early constructivist ideas (1978) are foundational to the analysis of the narrative comments regarding teacher influence and social reinforcement.

Preservice teachers acknowledged that the instructor for the course had afforded them ample opportunity for “prestigious modeling” (Bandura, 1977); the narratives referred to ways in which any teacher’s attitude (either negative or positive) can impact the social context of a class. “There is nothing worse than being a student in a class in which the teacher does not enjoy the material. Mrs. Gebhard is the antithesis of this figure; she loves books and reading and shares this with her class.”
Chief among the socially relevant instructor influences mentioned in the narratives were those regarding ways that enthusiasm had been shared communally within the children’s literature class. “Professor Gebhard is passionate about teaching and literature and it shows through her ability to keep the entire class interested.” Several students commented that they looked forward to attending class because of the instructor’s actions and attitude. One wrote, “I enjoyed coming to class because the instructor was so enthusiastic…. The enthusiasm was contagious and I could not help but feel good when I was in the class.” Another stated, “By reading to us and being enthusiastic about reading all the time, she showed us the passion she has for literature and passed part of that passion on to us.”

This current study confirms that, in terms of teacher education, the Zone of Proximal Development (Vygotsky, 1978) is applicable to affective as well as cognitive domains. Preservice teachers obliquely defined an attitudinal ZPD—that distance between the disposition they possessed themselves and a more positive one made possible with the assistance of an expert—in various ways. Teacher influence gave rise to increased motivation; “...seeing her energy gave all of us the desire to read, read, read!” The instructor also modeled social experiences with literacy that enabled the class to work collaboratively towards engagement with reading. “...the passion Mrs. Gebhard has for reading is evident. Her enthusiasm not only rubs off on her students, it engulfs them.”

Narratives from the onsite section of the children’s literature course consistently made mention of the social importance that preservice teachers placed upon the instructor’s oral reading to them. This is consistent with a previous study (Beers, 1996b)
wherein teacher read-alouds were determined to be among the most effective strategies to reconnect aliterate students to reading. Although the students in the children’s literature course were primarily at a college sophomore level, their narratives mention the occasions on which the instructor read various texts aloud as being particularly memorable and inspirational. “Mrs. Gebhard had an impact as well on the way that I read to myself as well as how I will read to students. Each class she would begin the class or sometime during the class, she would introduce a read aloud with great excitement. By using different tones, voices, facial expressions, and hand gestures she made the story time an interesting, engaging, and intriguing event. This is how she impacted my way of reading. Instead of just reading, I need to READ!”

The instructor’s use of dramatic oral reading strategies also impacted students’ personal reading habits. “I liked it when you would read different books to us. You really got into your reading and you were not afraid to show it to the class.... You really inspired me to read more books and to not be afraid...” Additionally, students indicated that they found the instructor’s oral reading to have an effect on how they viewed literacy class participation as well as potential teaching strategies; “…the experience with the greatest impact was the first time I heard Susan read aloud. I sat there listening and thought, ‘Now that is a great reader. I have to be able to do that in my classroom someday!’ From that point on, I was determined to make myself as engaging and interesting for our class as possible.”

Of interest to this researcher is that a number of preservice teachers mentioned “over-the-top” instructor behaviors as being especially engaging. In other words, the narratives paired descriptors such as “crazy ideas,” “wacky voices,” “taking risks,” or
“off the wall assignments” with teacher actions perceived to be quite influential. Comments referenced dramatic oral readings, animated lectures, voice modulations, and role-playing to be most effective at motivating students to read. “Mrs. Gebhard did an excellent job demonstrating how important it is to be...rather daring while you’re reading.... She used different voices, arm motions, a loud voice, and a soft voice...” Students wrote, “...it was fun to listen to her...and it really caught (our) attention.”

Along with the instructor’s willingness to be slightly irreverent, preservice teachers also valued being treated as colleagues rather than as underlings. “You seemed to make it fun to come to class but treated us with respect. We appreciated it.” Consistently high expectations and clearly articulated goals also resonated with several respondents. “On the first day of class, the instructor said she was going to challenge us and that some days we would hate her for it and some days love her for it. Knowing she put a challenge in front of me from day one made me want to put out 110% for the class.”

However, although the instructor had shared books with the online section of the course during its face-to-face meetings, comments regarding oral reading were conspicuously absent in the online section’s “Final Reflections.” Instead, some distance-learning students referenced the negative social impact that the online course design had had with regards to the instructor’s ability to influence their attitudes in directly interpersonal ways. “Although the online class was more convenient for my crazy life, I would have loved to extract more of the enthusiasm you have for reading and for encouraging...the love of reading in others.” One student who struggled to complete required online course material and to participate in asynchronous discussions wrote, “I think that the assignments were well thought-out...but without the proper hands-on
instruction and course discussion they became difficult and tedious.” These comments echo previous research by Beard, Harper, and Riley (2004) which concluded that, although achievement was equal in distance and online courses, online learners’ course satisfaction tended to be less that that of students enrolled in a face-to-face class.

The perceived lack of social interaction evidenced in the negative narrative comments above is of particular concern given the recursive nature of reading attitude. Findings from a study by Peterson and Bond (2004) determined that preservice teachers enrolled in an onsite course demonstrated more interpersonal teaching skills than did their online counterparts. If social modeling opportunities positively impact the attitudes that preservice teachers will eventually display in their classrooms (and, by corollary, that they will impart to their students), it stands to reason that online courses perceived to be impersonal may have negative future consequences.

ASRA subscale E, ASRA subscale E, Tutoring

“From this class I received a perfect model of the teacher I want one day to become.” Quotes such as the above represent the Tutoring subscale of the ARSA (M. Smith, 1991), the extent to which a respondent derives pleasure from activities involving the teaching of reading.

Narrative data from this study perpetuated Hoewisch’s contention (2000) that it is personal educational experiences that most influence inservice teachers’ classroom behaviors. Both the online and onsite preservice teachers contended that they might model their own attitudes and behavior on that of the children’s literature instructor. “You’ve served as a role model for our class of future elementary teachers by showing us
how to read enthusiastically, use the art of storytelling and expression, and conduct a class about literature that’s fun.” More importantly, respondents were able to articulate the importance of maintaining positive reading attitudes when entering future classrooms and interacting with future students. “I can only hope that I can inspire my own students in reading as much as she has inspired me.”

Ruddell (1995) posited that those individuals selected by students as influential teachers have the most lasting attitudinal impact. Furthermore, previous research has demonstrated a link between engaged teacher readers and such teachers’ use of best literacy practices (Morrison, Jacobs & Swinyard, 1999). Guthrie’s (2004) study points to the interdependence of reading attitude, achievement, and engagement. Given these studies, comments like the following are of special interest. “A great instructor makes a difference in how much you can take from a class. I have taken a lot.” It may be that, by intentionally structuring instructor behaviors so as to exert positive influence on students in a literacy course, teacher education programs might enhance the quality of future practitioners in unexpected ways.

Preservice teachers expressed a desire to mimic the instructor behaviors they had witnessed in future classrooms. “The teacher in this class was enthusiastic and fun. She showed us how to get the students we are involved with enveloped by literature.” One student claimed, “Susan offered suggestions of literature and provided us with wonderful ideas for classroom use.” Recognizing the gamut of emotional experiences from the course, one respondent wrote, “As a teacher, I need to remember this class and that reading can be more than part of the curricula. It can be exciting and mysterious,
dangerous, scary, and full of hope. All this can be accomplished in the presentation...that is one of the...lessons I gathered from (the class).”

In a study linking reading engagement and motivation, Guthrie (2001) proposed that engaging classroom context provides an antidote to aliteracy and suggested that attitude, achievement, and reading practices may be interdependent. Several of the narrative comments remarked on the overall context of the children’s literature course and the ways in which observational and/or situated learning had impacted their perceptions about teaching and learning. “Taking Children’s Literature with the teacher we had and having to do the projects we had to do made me realize just what teaching is all about and showed me the best way to learn how to do something is just by doing it.”

The final group of tutoring comments appeared only in the narratives from the face-to-face section; these quotes referenced perceptions about how instructor behaviors might have influenced the preservice teachers’ future reading to and with elementary children. There is however, a possible reason for this phenomenon. It must be noted that the onsite course included two class meetings designated as field experiences at a local elementary school; however, due to the evening scheduling of the few face-to-face meetings for the online section, these field experiences were not possible.

Onsite comments detailing perceptions about reading with children evidenced excitement about the potential of being good oral readers. “One of my favorite parts was when she read to us. It made me want to pick up that book and read it out loud to someone. I wish I could just pick up a book and read it aloud to some kids to see how they would react to it.” Recognizing their own previously poor attitudes toward text,
some respondents expressed direct appreciation for the positive behaviors modeled by the children’s literature instructor. “I never had the opportunity to have someone read to me as you did to the class. It is that excitement that I want to be sure and share with my students.... Now I can show others how enjoyable reading can be.” From a practical perspective, books shared and the literacy behaviors modeled in the children’s literature class provided samples of “good” children’s literature and examples of ways to present literacy in positive ways. “I always thought of it [reading] as a chore because I never found the right books to read. Throughout the class however you read books in front of the class that were interesting for me to share with my class in my years as a teacher.”

Research Question 4

The fourth and final research question looked at preservice teachers’ narrative expressions regarding those literacy course activities perceived to have most impacted their reading attitudes.

4. What specific literacy class experiences influence preservice teachers' attitudes toward reading?

Preservice teachers enrolled in both the online and the face-to-face sections of children’s literature class reflected upon the various activities they had experienced during the course and recorded their perceptions in narrative pieces called the “Final Reflections.” Prompts for the narrative pieces were inspired by a previous study by Applegate and Applegate (2004) and afforded respondents open-ended opportunities for context-bound reflective writing. Discussion about their perceptions regarding meaningful course
activities will be arranged and discussed according to the thematic framework and the broad ASRA subscale (M. Smith, 1990) categories used to sort and record data.

Throughout this discussion, anecdotes about influential teacher behavior will be contextualized within Bandura’s theories regarding social learning (1977). Observational learning supposes that, if a model consistently demonstrates desired behaviors and requires them from and reinforces them with students, matching responses will occur among learners. Other research has confirmed that inservice teachers’ actions and attitudes are based largely on those of previous educational models (Applegate & Applegate, 2004, Hoewisch, 2000; Ruddell, 1995). Thus, it is important to recognize those teacher behaviors—cognitive and affective—identified by learners as having been most memorable and, therefore, most reproducible.

ASRA subscale A, Reading Activity and Enjoyment.

The first ASRA subscale identified by M. Smith (1991) refers to the extent to which a respondent chooses to read for pleasure. For purposes of this narrative analysis, subscale A will be referred to thematically as “Reading Activity and Enjoyment.” Research by Kolloff (2002) reported that almost half of the student teachers surveyed did not choose reading as an enjoyable activity. Several of the students in this current study initially expressed a similar distaste for reading, but post-course narrative comments generally indicated a move towards more positive dispositions. One newly engaged reader declared, “This children’s literature course has inspired me in more ways than I could’ve imagined. For the first time in my life, reading is fun.” Other students described changes in reading attitudes in comments similar to this: “At first my honest
response was I do not like to read.... I can honestly say that this class...showed me that there are lots of books that interest me.”

To be truthful, not all aliterate students reported being transformed into engaged readers; however, their comments indicate that their dispositions had been modified, even if only slightly. “Reading was never my favorite thing to do and to tell the truth it still really isn’t. However this course has opened my eyes immensely and made me be more enthusiastic about reading....”

Frequently, the “Final Reflections” referred to students’ initial impressions regarding the syllabus and introductory course activities. “With blunt and sincere conviction, I can say that this course was a pain in the butt and yet I would take it all over again.” Candid comments like this one implied that many of the students, in both the online and the onsite section, perceived the children’s literature course to have been extremely challenging. There was concern about the kind and number of assignments as well as about the extent of the reading material—both in the textbook and additional literature. One student reminisced, “In the beginning I thought, ‘Is she nuts?’ How can I possibly complete all of this work and read the number of books...Help! I am drowning in children’s books!” The pacing and quantity of the course activities was perceived to be quite difficult by some; “...it challenged me to read so much on the side and keep up with my other work throughout the semester.” Another respondent recalled her initial reaction to the class and contrasted it to her post-course feelings. “In the beginning of the course, I took one look at the syllabus and wanted to scream. I saw the words read, read, read.... Thankfully, I had nothing to worry about. Everything we did for the class was so enjoyable that sometimes it didn’t even feel like work.” These findings confirm similar
research by Asselin (2000) in which rigorous reflective course activities had motivated preservice teachers to become more engaged readers and by Joyce (2003) and Wojciechowski and Zweig (2003) that linked significant increases in reading motivation to intense but well-structured interpersonal literacy strategies.

Course activities were designed to represent multi-modalities; diverse learners recognized that learning had occurred in a variety of ways. “I love the fact that we had the opportunity to participate in activities and had the freedom to do so as creatively as we wanted. We were given so many chances to express ourselves in our own ways rather than having a strict guideline to adhere to. This made it so much fun to come to class!”

Class activities perceived to be participatory received narrative accolades. “We were always moving around, which is excellent because it keeps the mind intrigued... these exercises really get the individual involved in books.”

Similar to observations from previous research (Brinda, 2004; Darrell, 2003; Levy, 2004), frequent references were made to those required course activities that incorporated drama or creativity as having inspired student engagement with text. “Getting up and being able to be silly and act out part of a book made me so excited that I wanted to read the book over and over again so that I knew exactly what it was about.”

Students wrote about positive perceptions regarding specific course assignments: reading aloud; dramatizations about literature (“...how about that last assignment? I had such a great experience getting into character that I now imagine myself as being the character in every book I read.”); creating a variety of unusual projects (“I loved so many activities from class. Some of my favorites were leprechaun traps, biography birthday bash, and when we acted out our books...”); compiling a Book Box (“...the Book Box project was
very effective as well. The idea took a lot of time and much searching...I thought this was very motivating.”); working with nonfiction and graphic organizers (“Graphic organizers—what a neat thing.... Feeling amazed—I never knew that there was that much more to do with reading than just reading.”); and offering personal perspectives about particular books (“My feelings began to change towards reading when...I was told to bring in one of my favorite books from when I was a child. This helped me to begin thinking about books I read...for enjoyment.”). Not all of the students resonated with all of the activities, but the narratives indicated that each student found at least one course activity—whether synchronous or asynchronous—to have been especially meaningful. “I loved how each of the activities allowed me to express my creative side while tying it into literature.”

In order to overview various literacy theories and genres of literature, the course required weekly textbook reading and reflective responsive writing. Although reading for information in this way required students to utilize the efferent stance of reading (Rosenblatt, 1978, 1995), narrative analysis revealed that many respondents viewed the textbook to be relevant literature and were therefore able to move towards aesthetic reading of it. “This course had a response requirement to each chapter in the book. This...helped me to actually pull necessary information from the book, but more importantly it motivated me to get past the initial ‘I have to read this’ and soon I became interested in the text, itself.”

Previous research has suggested that students’ motivation for reading is most impacted by the purposes set for the text (Scales & Rhee, 2001; Smith, 2000). Narrative data from this study is consistent in that respondents expressed an understanding of and
appreciation for the textbook as a resource rather than as core content. “Because this class wasn’t solely based on reading from a text book and being tested, it made me much more enthusiastic about books and reading in general.” Consistent with a study by Wigfield, Guthrie, Tonks & Perencevich (2004), selected quotes explained that students found the textbook to be engaging reading and were, therefore, more willing to read it. “I actually enjoyed reading our textbook, and I was engaged each and every day during class.” Furthermore, authentic text and the purpose set for its reading were recognized to be essential to these preservice teachers’ reading engagement. One student was surprised to admit, “I actually cannot remember a good text book...besides children’s literature.” Another asserted, “I guarantee that the only textbook that I have read cover to cover is this children’s literature text.” Even reluctant readers expressed positive sentiments about the textbook and the way in which it was incorporated into the course design, offering comments like “I can’t believe we even went through an entire textbook and I didn’t go crazy. One student humorously reassured the researcher, “I actually will not sell this book back.”

At the university that was the site of this study, compilation of a literature portfolio is a common assessment required of all children’s literature sections (S. Rose, personal communication, December 28, 2003). Therefore, a core component of both the online and onsite courses involved an introduction and overview of specific genres. Respondents overwhelmingly referred to the ability to self-select representative genre books for these portfolios as being a positive reading influence. “Children’s literature has helped me to realize the different genres of books and which ones I like most...the class has made me excited to go pick up new books and try to figure out what genre they
would be in then I can find other books in the genre that I might like to read.” These quotes match research by Csikszentmihalyi (cited in May, 2001) that found control of text to be one of the most crucial factors for students’ enjoyment of reading; the positive comments regarding self-selection also parallel findings of a study by Morrow (1992) which determined that making choices was the main motivator for student reading motivation.

As they reflected about their reading habits, students began to think critically about how their attitudes impacted their reading choices. “This course was very inspiring. The required genres made me appreciate the many forms of literature.... There are some genres that I would not have read on my own and I like the fact that I had to read books from them....” Several respondents projected ways in which this new self-awareness might modify future teaching practices. “Having to read various genres of children’s literature made me realize what genres were easier for me to get more excited about. I am aware of the genres that I personally don’t enjoy as much, and I know that I will have to show extra enthusiasm when I read them to my own classroom.” One preservice teacher embraced the value of reading risk-taking by stating, “Reading is fun, especially when you can choose what you want to read. However, I have learned that giving new reading material a chance can also turn out to be fun.”

Along with selecting representative genre books, students were required to create a potential classroom activity to go with their texts. Frequently, the “Final Reflections” made mention of the inherent value discerned in this task. “With each new genre, a new and interesting way of approaching and responding to that specific genre was introduced.... I took great pleasure in diving into every genre of book and trying to find
creative activities to go with it.” As they began to collect titles, activities, and projects to
go along with various genres, many students began to refer to the “Boxes Under the
Bed,” containers in which they compiled representative course activities (including the
literature portfolio) for use in future classrooms. “I can say that my attitudes towards
literature have changed during the course of this semester. I feel more comfortable with
selecting books. The portfolio assignment was...a key factor in my becoming a more
enthusiastic reader.” It should be noted that even reluctant readers expressed an
appreciation for the exposure to a variety of genres, stating such things as, “The
children’s literature class has not really made me a more enthusiastic reader, but it has
enabled me to gain a better understanding of all the different genres there are available
out there to choose from.” In general, preservice expressed enjoyment of and interest in
those course activities that they perceived to be authentic and that might have value for
their future teaching. Considering Vygotsky’s (1978) contentions that language
instruction is only of value when it has necessary and authentic purpose, it makes sense
that the narratives indicated respondents’ attitudes to be most impacted when course
activities were considered relevant rather than being perceived as simply teacher-
generated tasks.

Narrative analysis revealed that many respondents discussed how writing a
personal picture book had made the greatest impact on their dispositions to reading.
Several “Final Reflections” included extremely positive comments like this one: “I
absolutely LOVED writing the children’s book.” Interestingly, many respondents
remarked that, although the picture book assignment was perceived to be the most
challenging assignment at the start of the course, the same students came to value its
creation; “If I had to choose a favorite project, it would have to be the one thing I dreaded most: CREATING A CHILDREN’S BOOK.” The picture-book writing process, itself, was also mentioned as having been a difficult task. “Writing our children’s book was very stressful, but it all paid off in the end. Looking at my book now makes me so happy and I wouldn’t give it up for anything.” Some students found the creation of the picture book to be so meaningful that they immediately determined to author another. This researcher was particularly moved by one respondent’s claim that the first book she had accepted for publication would bear a dedication to the children’s literature course. Another student concluded, “…the assignment that affected my ideas about reading the most was the picture book. I think that to truly appreciate reading, you must attempt to write.” These comments bring to mind Beam and Zamora’s (2002) recommendations that authentic engagement with appropriate content must precede the teaching of it and suggests that, for some readers, positive reading attitudes are linked to positive experiences with writing. “…the picture book affected me the most because of the enjoyment I had writing and sharing this book with so many people.”

**ASRA subscale C, Social Reinforcement**

Subscale theme C, Social Reinforcement, refers to the extent to which a respondent’s reading activity is influenced by others’ actions or beliefs. With regards to question four, the researcher analyzed the narrative “Final Reflections” inductively in order to classify comments regarding those course activities identified by preservice teachers as affecting their reading attitudes. While students in both the online and onsite sections of children’s literature included narrative comments about the theme of social
reinforcement, there was a disconnect in the ways in which the comments could be categorized.

Recollect that many of the participants in the online section represented second career or “non-traditional” students. A significant number of these respondents were married with children, so many of the narratives included stories of reading engagement in terms of their families. One characterized the social reinforcement of the literacy course by saying, “Now I can pick and choose literature that extends beyond just the written word, not only for my classroom students but for my most important students of all—my sons.” These students recognized that their positive reading dispositions were reinforced best during interactions with family. “In collecting books for this class, I derived a great amount of reading pleasure...especially from sharing them with my children at home.”

Especially poignant was the fact that one of the online-section students became a first-time father mid-way through the children’s literature course. In a Blackboard discussion forum, the entire class brainstormed to determine the most appropriate favorite book to give to dad and the new baby, then they all chipped in together to purchase a copy of Love You Forever by Robert Munch (1986). The student who had been the lone dissenting voice regarding that particular book choice later admitted, “...all my peers seemed to know and respond to Love You Forever...I was a bit doubtful...until I read it. As the tears were streaming down my face I thought, ‘Maybe there is something to this whole children’s book thing after all.’” Such a comment exemplifies the strong effect that social reinforcement can have on readers, their engagements, and their disposition,
and parallels Gersten’s (1996) and Pardon’s (1993) research that determined family and peer culture to have the greatest influence on the development of adults’ reading habits.

Face-to-face students had no less powerful experiences with course activities and social reinforcement; however comments within the onsite narratives referenced the strength of collaborative in-class relationships rather than familial ones. Although the onsite class as a whole interacted in remarkably collegial ways, small cliques also formed among like-minded students and strong bonds formed between them during the course.

One such group of four gravitated to the same table in the front of the room each day and displayed a camaraderie and energy that was contagious for the instructor and for their classmates alike. Being a part of this learning community subset made such an impact on these students that each member independently noted this group’s influence in his/her “Final Reflection.” One claimed, “Throughout the course, I felt feelings of special accomplishment within my group.” A second stated, “…the little group of ‘over-achievers’ that formed at the front of the class provided a great deal of encouragement....” A third member of the group equated meaningful class activities with those involving collaboration; “Some of the projects were amazing, others a little repetitive, but the leprechaun traps were amazing as well as anything centering around my group.” Finally, the fourth student lamented the end of the course and said, “I am glad to have the class be over with but sad to have it end because we shared so much with each other, especially my group.”

Each course activity for the onsite course culminated in face-to-face class presentations. In line with findings from Allington and Johnston’s study (2000), respondents characterized the resulting conversational classroom communities as being
particularly effective. Comments from the “Final Reflections” indicate that interaction with peers and the experience of public speaking were perceived to be positive examples of social reinforcement. One preservice teacher claimed, “I would have to say that my interaction with...peers presenting my ideas and activities orally and visually had the most significance.” These findings are also consistent with research by Cunningham, Hall and Sigmon (1999) and Kolloff (2002) in which teacher preparation programs providing opportunities for interpersonal interaction in an authentic context were perceived by preservice teachers to be most effective. An earlier study by Darell (2003) revealed a similar essentiality of social learning. One respondent characterized the participatory children’s literature course with a more “traditional” methods course in this way: “Many courses teach textbook versions of what we are ‘supposed’ to do but we rarely have the chance to actively practice those ideas in front of a class like this.”

In-class presentations appear to have had a reciprocal effect on the presenter and the audience. Collegial exchange of ideas resulted in increased reading satisfaction for the speaker, but the importance of classmate feedback and response was also noted. “The presentations gave us the chance to tell others a little bit about what we love and vice versa.... It was very interesting to hear what my classmates had come up with.”

Referencing the biography dramatizations in particular, one onsite respondent recalled, “It was fun to see how everyone in the class really got into the biography people they were portraying, and I actually learned a lot not only about the biography I chose but all the other students’ biographies as well.”

While the majority of the online assignments were submitted asynchronously via a Blackboard discussion board, there were two activities presented during scheduled
physical class meetings. Based upon the positive comments regarding presentations recorded by the face-to-face section, it might be expected that the online students would have derived equal satisfaction from their own synchronous assignments. Instead, several narratives suggested positives of not having had more frequent onsite presentation, substantiating a contention by Fowler (2005) that online courses are of equal academic challenge as their onsite counterparts. One student proposed, “I think if we would have met face to face at every class, the variety of the projects may have suffered. I think the projects may have had the same look and feel.”

Another online narrative stressed the positive elements inherent in distance learning and asynchronous discussion and presentation. “During real classroom discussions, I always have my personal ‘filters’ on so I don’t reveal too much of how I really feel. When I’m on the computer, however, some of these barriers come down and I was shocked at how much thought and introspection I put into my work.” Statements like this reflect findings from previous research that postulated ways in which online courses have been demonstrated to facilitate cognitive equity as well as to increase individuals higher-order critical skills and reflective thinking habits (Li, 2003; Yanes, 2004).

Hoewisch (2000) maintained that repeated exposure to a variety of texts was essential to ensuring that preservice teachers develop good dispositions toward and habits of reading. Various concepts confirmed this. “I would never, and I repeat NEVER, have gone to the library and sat down in the children’s section where my knees are higher than the tables and began to read children’s books. But towards the end of the semester, I was looking forward to picking out two books per genre because the varieties are endless.”
This narrative quote exemplifies the final category, social reinforcement. Common to both the online and the onsite narratives, preservice teachers reported that visiting the public or university library had positively impacted their attitudes towards reading. Conversely, their increased attendance at the library demonstrated a renewed engagement with text. “This class has also encouraged me to open a library membership for the first time in 12 years. I forgot what a fantastic place a public library can be.” Self-efficacy regarding reading was also influenced by library visitation. One preservice teacher mused, “I thought it was great because whenever I would walk into the library after a couple trips, the women asked me, ‘Now what genre are you looking for teacher?’” Cosgrove’s (2001) research suggested correlations between self-efficacy and attitude towards reading. Roettger, Szymczuk, and Mallard (1979) proposed a link between reading attitude and literacy skill achievement, while Baltas (1986) discerned a measure of reading attitude to be the most consistent predictor or preservice teacher achievement. Considering these studies in light with the current research, an increased reading self-efficacy like the one described in the “Final Reflections” represents a first essential step in a very positive chain of events.

Additionally, some narratives included comments about the positive feelings associated with bookstores and the purchase of new literature. Positive comments included such quotes as, “We have a basket full of books in our living room and each week it kept getting fuller and fuller of new purchases....” and “I cannot wait to start reading...I have five new books that I have collected just for myself over the last few months....” In the narrative comments, increased time devoted to reading activity was frequently coupled with reading engagement; “I was not really into reading before I took
this class. Now I enjoy reading children’s literature. I also find myself buying more of it, too!” Of course, negative book and library concerns were also reported. One preservice teacher lamented the down-side of newly-developed positive reading habits when writing, “I do not even want to attempt to calculate the total amount I have spent at bookstores this semester buying children’s books. Not to mention the numerous late fees at...libraries.”

ASRA subscale E, ASRA subscale E, Tutoring

The final ASRA theme, subscale E, included comments regarding the extent to which one derives pleasure from activities involving the teaching of reading. Particular to this research question, narratives were analyzed in terms of those class activities specified by preservice teachers to have influenced their dispositions toward reading.

A research study by Leach (1993) established a link between reading tutoring and the tutors’ positive attitudes towards the subject matter. In addition, Darrell (2003) reported that preservice teachers indicated a desire to have teacher preparation include additional opportunities for observational learning and active teaching time. Comments generated by the preservice teachers in this current study affirm that preservice teachers value activities that they perceive to be related to teaching in authentic ways.

Students reported that the children’s literature course sparked their imaginations with regards to their future roles as inservice teachers. Narratives conveyed perceptions that meaningful course elements were those that respondents could take with them into the classroom. “This class has been a lot of work but has paid off in more than one way. Through completing all the assignments, doing all the presentations and actually going
into the classroom, I have learned a lot about what makes a good teacher and just how to be that good teacher.” Acknowledging the importance of fostering positive reading attitudes via classroom practices, another stated, “I never knew how to convey my love for...books to others. The course taught me how to do so...I wanted to be an enthusiastic reader and teacher before; I had the passion, but now I have the skills to put that all into practice.” The interconnected nature of a positive literacy course experience and future teaching practice were evidenced throughout the narratives, especially in comments as forward-looking as this one. “For the first time, I am proud to keep aside everything I accomplished...I finally have some interesting ideas that I can use in the classroom.”

Students also evidenced a developing sense of cross-curricular instructional design and reading integration. “Now I know that for every math problem, science experiment, English assignment, or history lesson, there is an exciting book just waiting to be pulled off the shelf and put to good use.” A study by Morrison, Jacobs, and Swinyard (1999) indicated that teachers who read personally were more likely to use recommended literacy teaching practices, and Bischoping (2003) determined that teachers’ literature selections were determined by their affective stance. Thus, it is important to foster preservice teachers’ notions connecting reading engagement with curriculum design and articulating revelations like this: “I had never even thought about using children’s books to teach about anything other than reading. I was way off the mark.”

A fundamental purpose of education is to transfer content and values from teacher to student. This is true in terms of academic objectives, habits of social interaction, and, increasingly, affective factors such as disposition. A common catch phrase is that
attitudes are “caught not taught.” Preservice teachers who experienced contagious reading attitudes as students in the children’s literature class offered reflections about what this recursive reading attitude meant to them as educators of tomorrow. One wrote, “I am now beginning to understand the vital role reading plays in a child’s learning experience. It is almost like a cyclical effect. Reading fuels the imagination, and the imagination fuels more reading.” Another mused, “As more and more kids turn away from books it is up to me as a future educator to learn the ways to bring kids back to books....” Without doubt, these preservice teachers depart either the online or the onsite section of children’s literature with a clear imperative—impact on reading attitude is most foundationally made by teacher modeling, and it will soon be up to them to be that model. “Here’s what I learned in this course. By showing the children that I am excited about reading, they will become excited about reading as well.”

Generalizations and Limitations of the Study

Several limitations to this study must be considered. First, the findings from this research may not be generalized to another children’s literature course, instructor, or teacher education program at another university. Data and anecdotal evidence are limited to preservice teachers enrolled in two sections of a children’s literature course taught by this instructor/researcher at this university during the 2005 spring semester. This is particularly true for the narrative analyses. Mishler (1986) asserts that narratives represent a “life construction” (p. 227); thus the narrative accounts analyzed for this study were contextualized by the preservice teachers in terms of self-presentation and by the researcher in terms of this research. However, findings from this research may be
enhanced by a broader study encompassing preservice teachers enrolled in children’s literature in other semesters, with various instructors, utilizing differing syllabi/activities, and/or at a variety of colleges and universities.

Because the researcher for this study also acted as instructor for the two sections of children’s literature under consideration, some respondent bias might have occurred. Participants may have completed the ASRA or responded to the writing prompts based on how they assumed the instructor/researcher would respond, ways in which they felt the instructor would “want” them to answer, or utilizing comments most indicative of course content and delivery. With regard to narrative analysis, Richmond (2002) refers to this phenomenon as “transformability” or “the mutability of stories” (p. 9); in the process of reflective writing, learners reveal or conceal themselves in particular ways and sometimes transform their experiences and potentialities “...not ‘how it was’ but how it is interpreted, reinterpreted, told and retold” (Bruner, 1987, p. 137). Also, in spite of the fact that measures were put in place to ensure that there was no correlation between course assessment and participation in this study, it is possible that respondents may have answered survey questions or composed narrative remarks in the way they felt would be most “pleasing” to the instructor and, consequently, ensure them a “better” grade.

Connelly & Clandinin (1990) refer to a limitation of narrative analysis as “the illusion of causality” (p. 6) wherein stories telescope writers’ experiences, perceptions, and transformations. By design, narratives are constructed to present versions of self that serve specific purposes (Redwood, 1999). Thus, learners’ self-identities as described in narratives are context-bound and should not be considered in terms of cause and effect. In other words, a distinction must be made between the actual events and the way in
which such events are reported in the narratives. The factuality of a narrative account reflects the writer’s point of view rather than an actual reality (Lauritzen & Jaeger, 1997). “Narratives are always true, not because they tell something true, but in the sense that it is true that they tell what they tell” (Corvellac, in press, p. 7).

Finally, analysis of the narratives was limited to the “significance of repeated patterns” (Richmond, 2002, p. 8) within them. Repetitions of storylines and patterns of experience related in the “Final Reflections” should not be interpreted individually. Marshall & Rossman (1995) label single narratives as “...pieces for a ‘mosaic’ or ‘total picture of a concept...’” (p. 88); therefore narrative analysis relies on repeated patterns to offer insights about “...the interrelationships between collective and individual experience and behaviour” (Ferdman, 1990, p. 185).

Implications of the Study

As this study quoted at the outset, "...sometimes we have to meet our students where they are, not where we think they should be" (Allen, 2003, p. 62). It is probable that teacher educators suppose preservice teachers to bring positive dispositions to all things school-related—including reading. This is where we think they should be. Yet previous research and portions of this current study characterize many preservice teachers as viewing text as a requirement and as approaching reading as a mandated chore. This is where our students are.

For teacher educators, the goal is to produce future teachers who are well-equipped to display best practices in both methodical and affective ways; therefore careful consideration must be given to literacy course design, delivery, and instructor modeling opportunities. This study sought to analyze particular preservice teachers’
attitudinal perceptions in terms of meaningful observations. While the participants’ narratives described and elaborated experiences bound to a particular time, place, and setting (Connelly & Clandinin, 1990), qualitative findings from this research indicate that post-secondary courses have the potential for affective change. Many of the strategies and experiences employed by this researcher and that these particular preservice teachers perceived to be effective may be duplicated by additional instructors, for other students, and in varying contexts. In fact, as of this writing, this researcher is in conversation with a teacher educator at another institution regarding collaboration about literacy course design (J. Sherman, personal communication, December 23, 2006).

Why does it matter? Consider Smith’s (1990b) research that suggested a young adult (college-age) measure of reading attitude was likely to be the best predictor of a relatively stable adult reading attitude. If this is true, then here is a corollary contention; the reading attitude displayed by a college-age preservice teacher should be the most accurate indicator of what that educator’s inservice reading disposition will be. In other words, the affective behaviors that post-secondary students bring to, develop within, and/or take from teacher education programs dictate the mind-set with which they enter their future classrooms and interact with their future students.

This current research has identified particular instructor behaviors and course activities that, at least for the preservice teachers in this study, most affected positive attitudes towards reading at the post-secondary level. Given the predominately positive post-course narratives, it stands to reason that the preservice teachers departing these two sections of a children’s literature course and displaying positive reading dispositions will become positively-inclined literacy teachers themselves.
Wilber (as cited in Hiles, 2002) asserts that transpersonal experiences recorded in narratives are repeatable, reproducible, and confirmable—basic requirements of the scientific approach. This research analyzed narratives in which preservice teachers described particular instructor behaviors and course experiences, most of which are repeatable and reproducible. It is true that narrative analysis of this sort is limited by time and space, and that the stories told represent a personal or transpersonal construction or reconstruction of life experiences (Richmond, 2002). However, narratives can also provide an opportunity for an emerging understanding of a literacy phenomenon that may be shared with others. This shared understanding allows for negotiation of present and future identities, both of the storyteller and the reader. Therefore, it is possible that this study might inform teacher preparation programs in general and literacy courses in particular about ways to focus affective content, particularly in terms of social modeling strategies. Those teacher behaviors and course activities to which the preservice teachers in this study reacted most positively may be replicated so as to engender similar attitudes in other settings. Consider this comment from a student involved in this current study. “I feel that I have become a better reader by this course experience and I would like to pass on this experience to my students in the hope that they will find reading to be a positive experience too.” By impacting the ways in which present preservice teachers construct their understanding of reading attitudes, teacher education courses have an unprecedented opportunity to affect their future dispositions, educational practices, and, subsequently, generations of upcoming readers. Pinnell (2006) states:

Most of life is imagined. What we know of the past—even the immediate past—is reconstructed in our minds as memory. Our memories are shaped by our own emotions and perspectives. The account is never exact; it is only as we see it. The future is also imagined—built out of the reconstructed understanding of
the present and influenced by past memories. We predict what may happen using our imagination. Only the present is true and real and available, and the present is where we can make a difference and shape the future (p. 82).

Suggestions For Further Research

Previous research has demonstrated that post-secondary experiences modify students’ pre-existing attitudes toward reading (Applegate & Applegate, 2004; Smith, 1990b). The current study has confirmed this; examination of pre- and post-course Adult Surveys of Reading Attitude (ASRA) scores (M. Smith, 1991) indicated that participation in a required literacy course (children’s literature) significantly impacted preservice teachers’ reading dispositions with regard to certain ASRA subcales. However, findings from this study may not be generalized to other preservice teachers in other teacher education courses. Further research is suggested in which the ASRA is administered before and after alternate teacher education courses, particularly different literacy classes (such as reading methods or assessments), to determine if varying post-secondary teacher-education courses might effect similar positive attitudinal change. Additionally, different post-secondary course experiences may impact subscales of the ASRA not examined in this study. Further research correlating varying post-secondary course experiences with the impact that they may have on varying ASRA subscales is indicated.

Narrative accounts offer data-rich repositories of various life experiences; however, they must also be recognized as being entirely context-bound. Additionally, the design of the two sections of children’s literature under consideration in this study intentionally fostered close interpersonal interaction between the instructor-researcher and the subjects. While both these factors limit general interpretations of this study, they
imply suggestions for further research. Those course activities identified by preservice teachers as most influencing positive dispositions towards reading could be replicated in other children’s literature classes, both at the university that was the site of this research and at other institutions with teacher education courses. Utilizing the syllabi created for the two sections of this course (appendices H and I), other teacher educators might replicate activities and solicit reflective responses that enable them to assess the impact (if any) of the course activities across instructors and within varying student populations. In fact, an informal exchange of this sort is already taking place. “…I’d love to take you up on a copy of your syllabus…in regards to the types of course assignments, genre projects, and other authentic activities you set up for your students…to incorporate in my teaching to develop and further a true appreciation for…literature” (J. Sherman, personal communication, December 23, 2006). This researcher looks forward to learning if the course activities that most impacted the subjects for this study can have the same effect on students taking a similar course but at a different university and with a different instructor.

Longitudinal work is also suggested by the current research. Future long-term studies that assess preservice teachers’ dispositions towards reading beyond one course and throughout their post-secondary experiences might offer insight as to the general reading dispositions with which students leave teacher preparations programs and enter real-life school settings and actual classrooms.

Lastly, reading attitudes have been determined to be recursive (Applegate & Applegate, 2004; Follman, 1994; Luna, Urbanski, & White, 2002; Pardon, 1993; Ruddell, 1995); therefore, the dispositions that teachers have towards reading will impact the
attitudes that their students bring to literacy tasks. Future research that uses quantitative instruments such as the ASRA (Smith, 1990) and the ERAS (McKenna & Kear, 1990) to correlate teachers’ reading attitudes (positive or negative) with that of their students could offer empirical insight into the recursive nature of dispositions. Also, given that this current research identified specific teacher behaviors and course activities that impacted post-secondary students’ attitudes towards reading, it may be possible for future studies to identify similar classroom experiences and teacher actions that have comparable effects on students’ dispositions towards literacy.

Conclusion

In conclusion, this research examined pre- and post-course attitudes towards reading displayed by preservice teachers enrolled in two sections (one online and one onsite) of a required literacy course. Using a mixed methodology research design, this study analyzed both empirical data obtained from three pertinent subscales (Reading Activity and Enjoyment, Social Reinforcement, and Tutoring) of the Adult Survey of Reading Attitudes, or ASRA, (M. Smith, 1991) and qualitative data extrapolated from required reflective writing pieces ("Final Reflections"). In order to determine whether the design of a required literacy course impacted preservice teachers' attitudes toward reading and if varying course delivery (onsite versus online) affected any such impact, data from the pre- and post-course ASRA instruments were subject to statistical analysis. In order to identify those specific course activities and instructor behaviors perceived by the preservice teachers to have most affected their reading attitudes, this researcher also utilized narrative analysis in an examination of the post-course writing pieces ("Final Reflections").
Statistical analysis confirmed that intentional course design and delivery of both online and onsite literacy classes did significantly impact respondents’ attitudes in terms of Reading Activity and Enjoyment. Participation in an onsite section was also determined to significantly impact respondents’ attitudes with regards to the Social Reinforcement of reading; however, no statistically significant result was obtained on the Social Reinforcement subscale in the online section. Neither online nor onsite course delivery significantly impacted respondents’ reading attitudes as displayed on the Tutoring subscale.

Qualitative narrative analysis of preservice teachers’ assigned writings was consistent with previous studies indicating that social modeling, learning communities, and authentic experiences with literature most influence students’ dispositions towards reading. Narrative analysis also provided subjects’ perceptions about those specific course activities and teacher behaviors believed to have most affected attitudinal change including: animated instructor behaviors, read-alouds, course activities with clear implications for future classroom practice, collaborative projects, textbook choice, and a palpable sense of collegiality. Because these activities and behaviors are replicable, future teacher education courses may be intentionally modified to attain similar results.

A noted literacy scholar recently enumerated various active-reading strategies designed to increase teachers’ sense of self-efficacy and, subsequently, their positive impact on students’ literacy (Pinnell, 2006). Number seven on this list exhorted teachers to enjoy reading with their students and declared,
I have had the privilege to observe in many classrooms where students and teachers are excited about learning....It is important for children to remember elementary school as a place where they experienced both pleasure and success, and teachers cannot teach effectively unless they, too, have success and enjoyment. It is part of the job to create the joy of literacy every day (Pinnell, 2006, p. 82).

Certainly effective classroom practice, elementary or post-secondary, should incorporate authentic activities and teaching strategies designed to be more than “fun.” On the other hand, if learning and high levels of engagement can occur simultaneously, students are far more likely to make long-term connections between text and their worlds. Pinnell’s statement intimates that the creation of a sense of joy about learning—a positive disposition—is fundamental to the teaching profession. One of the children’s literature students put it this way, “The hidden purpose of reading that I found out through this class was that it should be fun. If you’re not having fun with it, then you’re not doing it right.” Authentic and relevant teaching and learning acknowledges the intimate interplay between experience, attitude, social engagement, and fun. “This class reassured me that it’s okay to mix fun and learning and that it’s okay to be silly sometime, too.”

Writing an autobiographical case study, Levy (2004) postulated that a sense of the unexpected should be a classroom imperative.

“Somehow we get the idea that our souls, in a metaphorical sense, are all Playdoh—to mold and be molded by others. I’ve introduced... the number-1 rule...Don’t be boring. My class is the workshop for this. Play-doh in a can is boring until somebody molds it” (p. 417).

In the narratives for this study, preservice teachers in both the online and the onsite section would seem to agree—“...that is what it is all about in the end: having fun and learning through the process.”
This research suggests that engaged teacher-readers produce engaged student-readers, and that social modeling and authentic and highly motivating literacy activities influence the attitudes of both. Teacher education programs have the opportunity—perhaps even the obligation—to be advocates for positive reading dispositions. This study has examined ways to do just that.

One of the preservice teachers concluded the “Final Reflection” in this way. “This is the best college reading experience that I have ever had.... Basically, all of my reading experiences in college have been negative, except for this class. I feel that by my other classes being boring and this class being amazingly fun, the purpose and joy of reading has come to me clearly.” What better course evaluation could there be? Most importantly, are there any more essential teacher preparation goals than joy of learning and love of reading?
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Whatley, L. (2003). That's how my students feel! In M. Commeyras, B.S. Bisplinghoff & J. Olson (Eds.), *Teachers as readers* (pp.54-63). Newark, DE: International Reading Association.


Worthy, J. (2002). What makes intermediate-grade students want to read? The Reading Teacher, 55(6), 568-569.


APPENDIX A

Informed Consent Form
CONSENT TO PARTICIPATE IN A RESEARCH STUDY

TITLE: The Crazy Ideas You Had: The Impact of a Literacy Course and Its Delivery on Preservice Teachers' Reading Attitudes

INVESTIGATOR: Susan Gebhard, 456 Leet Road, Sewickley, PA 15143
412-741-6026 (home)  725-738-2293 (work)

ADVISOR: (if applicable:) Dr. Barbara Manner (dissertation committee chair)
School of Education, 412-396-5482

SOURCE OF SUPPORT: This study is being performed as partial fulfillment of the requirements for the doctoral degree in Education at Duquesne University.

PURPOSE: You are being asked to participate in a research project that seeks to investigate the Children's Literature course and its relationship to attitude. You are being asked to allow me to compare your responses to a survey taken at the start of the course to responses to the same survey completed at the end of the course. You will select a code name for the pre- and post-course surveys that will allow me to match surveys but will not reveal your identity. You are also being asked to allow me to paraphrase and/or quote ideas from the Reading Autobiography and Final Reflection that you will do as part of this class. Please be assured that you will be given the opportunity to review any of your written material selected for use and may have the opportunity to exclude it from the study.

RISKS AND BENEFITS: While there may be no direct benefits to you, your participation in this study may add to the body of knowledge regarding teacher education, literacy course design, online education, and the development of student attitude toward reading.
It is anticipated that completion of the questionnaire will take approximately 20 minutes of instructional time; however, survey completion is a required and scheduled part of this course. You may choose not to have the responses from your pre- and post course survey included in this study. All surveys will be anonymous as you will use a code name.

Please be assured that you are under no obligation to participate in this study; your decision to participate or not poses no risks to the way in which you will be evaluated or assessed for this course. A representative of the Slippery Rock University Internal Review Board (IRB) will be present for the administration of this consent form. Upon its completion, this representative will collect the consent form and put it into a sealed envelope. The envelope will be kept in a locked file in the SRU IRB office until the end of this course. At the conclusion of the course and after final grades have been submitted, I will retrieve the envelope containing the signed consent forms from the SRU IRB office. Therefore, I will not know if you have chosen to participate or not to participate until after the conclusion of the class and after the submission of my final grades. Your choice to participate or not to participate in this research will in no way effect your final evaluation or grade for this course.

**COMPENSATION:**

There will be no compensation for participation in this study. There will be no cost to participants for participation in this study.

**CONFIDENTIALITY:**

Your name will never appear on the survey instrument. In order that I might compare pre and post-course responses, you will be asked to select a nickname to write on the top right-hand corner of the pre- and post-course survey. I will use this nickname to match each pre-course survey to its corresponding post-course survey.
If you consent to reveal your chosen nickname so that your pre- and post-course survey responses can be matched to your responses on the "Reading Autobiography" and the "Final Reflection" please write the nickname that you chose here and initial it.

________________________          _________
nickname used on pre-and post-course surveys    initials

Pseudonyms will be used to report all results and to discuss all findings of this study in the final dissertation; therefore no identification of you as an individual will be made. Written response(s) will only appear in summative reports. After retrieval of the consent forms from the SRU IRB office, they and all other written materials will be stored in a locked file in the researcher's home and will be destroyed five years after completion of the research.

RIGHT TO WITHDRAW:

Participation in this study is not a required part of this course. You are under no obligation to participate in this study. You may choose to agree to permit required course materials to be used or not. You are free to withdraw your consent to participate at any time during the study. There will be no consequences to the way in which you are evaluated and assessed for this course by your choice to or refusal to participate in this study. Should you choose to withdraw from the study at any time, any information that has already been collected will be destroyed and will not be used in the research.

SUMMARY OF RESULTS:

A summary of the results of this research will be supplied to you, at no cost, upon request of this researcher.
VOLUNTARY CONSENT:  

I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research project.

I understand that should I have any further questions about my participation in this study, I may call Dr. Paul Richer, Chair of the Duquesne University Institutional Review Board (412-396-6326).

Participant's Signature  

Date

Researcher's Signature  

Date
APPENDIX B

The Adult Survey of Reading Attitudes

(ASRA)
ADULT SURVEY OF READING ATTITUDES

DIRECTIONS:

The statements in this survey are concerned with the way you feel about reading. THERE ARE NO RIGHT OR WRONG ANSWERS because people have different opinions and feelings about reading. For example, if I say, "reading is a source of pleasure for me" I'm sure many people would say that this statement is not true for them. Therefore, it is important that you indicate how YOU really feel.

Please read each of the statements carefully. After you read each statement, decide if you agree or disagree with the statement.

Following each statement is a scale from 5 to 1:

Circle 5 if you STRONGLY AGREE with the statement.
Circle 4 if you AGREE with the statement.
Circle 3 if you are UNCERTAIN how you feel about the statement.
Circle 2 if you DISAGREE with the statement.
Circle 1 if you STRONGLY DISAGREE with the statement.

THERE ARE 40 STATEMENTS. PLEASE RESPOND TO EACH ONE.

Use a pencil to mark your answers.
Please respond to all of the items.

---------------------------------------------------------------

This portion will be detached so you will not be identified.

NAME: 

COURSE TITLE: 

COURSE MEETING TIME: 

INSTRUCTOR: 

DATE: 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I learn better when someone shows me what to do than if I just read what to do.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>2.</td>
<td>I need a lot of help in reading.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>3.</td>
<td>I get a lot of satisfaction when I help other people with their reading problems, or when I read to others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>4.</td>
<td>I get upset when I think about having to read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Whenever my friends read a good book, they usually tell me about it.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>I can read but I don’t understand what I’ve read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>There are better ways to learn new things than by reading a book.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>I am a good reader.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>My friends enjoy having me tell them about the books that I read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>When I am at home I read a lot.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>11.</td>
<td>Reading is one of the best ways for me to learn things.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Most books in the public library are too difficult for me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Reading is one of my favorite activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>I want to have more books of my own.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>I would rather have someone explain something to me than to try to learn it from a book.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>16.</td>
<td>I often feel anxious when I have a lot of reading to do.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>17.</td>
<td>I read when I have the time to enjoy it.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>I try very hard, but I just can’t read very well.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>I quickly forget what I have read even if I have just read it.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>I get nervous if I have to read a lot of information for my job or for some social activity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>Encountering unfamiliar words is the hardest part of reading.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>My friends and I often discuss the books we have read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td></td>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Uncertain</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<tr>
<td>23.</td>
<td>I get a lot of enjoyment from reading.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>I would rather read what to do than to have someone tell me what to do.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25.</td>
<td>I remember the things people tell me better than the things I read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26.</td>
<td>I worry a lot about my reading.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>I like going to the library for books.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>28.</td>
<td>When I read an interesting book, story, or article I like to tell my friends about it.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>29.</td>
<td>It is easier for me to understand what I am reading if pictures, charts, and diagrams are included.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30.</td>
<td>I like to listen to other people talk about the books they have read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>31.</td>
<td>Reading is one of the most interesting things which I do.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>32.</td>
<td>When I read I usually get tired and sleepy.</td>
<td>5</td>
<td>4</td>
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</tr>
<tr>
<td>33.</td>
<td>I’m the kind of person who enjoys a good book.</td>
<td>5</td>
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<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>34.</td>
<td>I have a lot in common with people who are poor readers.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>35.</td>
<td>I enjoy it when someone asks me to explain unfamiliar words or ideas to them.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>36.</td>
<td>I try to avoid reading because it makes me feel anxious.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>37.</td>
<td>I have trouble understanding what I read.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>38.</td>
<td>I’m afraid that people may find out what a poor reader I am.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>39.</td>
<td>I spend a lot of my spare time reading.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>40.</td>
<td>I enjoy receiving books as gifts.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tr>
</tbody>
</table>
APPENDIX C

Directions for Administering:

The Adult Survey of Reading Attitude

(ASRA)
Distribute the **Adult Survey of Reading Attitudes** to each student. Read the following directions (also written on the cover sheet of each survey).

*The statements in this survey are concerned with the way you feel about reading. THERE ARE NO RIGHT OR WRONG ANSWERS because people have different opinions and feelings about reading. For example, if I say, "reading is a source of pleasure for me" I'm sure many people would say that this statement is not true for them. Therefore, it is important that you indicate how YOU really feel.*

*Please read each of the statements carefully. After you read each statement, decide if you agree or disagree with the statement.*

*Following each statement is a scale from 5 to 1: Circle 5 if you STRONGLY AGREE with the statement. Circle 4 if you AGREE with the statement. Circle 3 if you are UNCERTAIN how you feel about the statement. Circle 2 if you DISAGREE with the statement. Circle 1 if you STRONGLY DISAGREE with the statement.*

**THERE ARE 40 STATEMENTS. PLEASE RESPOND TO EACH ONE.**

*Use a pencil to mark your answers. Please respond to all of the items.*

Indicate the dotted line halfway down the cover sheet. Read the following statement.

*This portion will be detached so you will not be identified. However, in order to know if any students did not complete the survey, please identify yourself by completing this portion of the cover sheet. It will be removed before your survey answers are read.*

After students have completed this portion of the cover sheet, read:

*Please turn to the survey questions on the next page. Select a nickname and write it in the upper right-hand corner of your survey. This will only be used to match your pre- and post-tests together, and it will not be used to identify you as an individual. Make sure that the nickname you choose is unique. **Make a note of the nickname that you choose** so that you will be able to use the same one for the post-test at the end of the course.*

*Please complete the survey at this time. Remember to respond to each of the 40 items. When you are finished, please give the completed questionnaire to me.*
APPENDIX D

Correspondence with Dr. M. C. Smith regarding use of the ASRA
At 01:32 PM 11/5/2004 -0500, you wrote:

Dear Dr. Smith,

Greetings from Pittsburgh! I am a doctoral student at Duquesne University and am currently in the process of designing a research study involving preservice teachers’ attitudes toward reading. In my ongoing review of literature, I have come across several references to a survey that you created, the "Adult Survey of Reading Attitude" or "ASRA." I believe it was part of your 1988 dissertation at the University of Wisconsin-Madison. I am wondering if you would make the instrument available to me along with an administration and scoring guide. I would like to be able to examine it to see if it might be an appropriate instrument to use in my study.

I am also seeking a copy of a paper you presented in November of 1989 entitled "Differences Between Professional and Pre-Professional Teachers’ Reading Habits and Attitudes." I have been unable to locate it in ERIC, Proquest, or other online databases, and it is not one that you have made available on your web site. I would appreciate any other pertinent literature that you might be able to suggest.

Thank you so much for your help. I look forward to hearing from you.

Susan Gebhard

Susan,

You can retrieve a copy of the ASRA by visiting my website at http://www.cedu.niu.edu/~smith/researchactivities.htm

Just scroll all the way to the bottom of the page and you'll see a link for the ASRA.

I think the 1989 paper to which you referred was a "talk" rather than a paper per se--even though I have an old manila folder with that title on it, the paper inside it has a different title and appears to be different. So, I'm not sure I can retrieve it--too many generations ago, computer-wise (I was still using an Apple IIe back then!).

Please give my best to my friends Sarah Peterson and Gary Shank--former NIU colleagues, whom you may know at Duquesne.

MCSmith

M Cecil Smith, Ph.D.
Professor of Educational Psychology
Northern Illinois University
DeKalb, IL 60115-2854
(815) 753-8448
(815) 753-8750 (FAX)
mcsmith@niu.edu
www.cedu.niu.edu/~smith/
At 11:41 AM 11/8/2004 -0500, you wrote:

Dear Dr. Smith-

Thank you for your kind response to my inquiries about the ASRA. I did find the link and have obtained a copy of the survey. I must admit to having visited your web site and even that particular page, but I must have read carelessly or not scrolled down far enough. I think that's a hazard of someone like me (I need to actually touch paper while I read) conducting research in the electronic age.

Your mention of the Apple IIe made me chuckle. That was the first computer I used in the classroom and at home. I have fond memories of that old workhorse....of course, I also have memories (albeit not "fond" ones!) of using a card puncher/reader for my very earliest computer use. How far we have come.

I retrieved a copy of your 1991 College Reading Association presentation, "An Investigation of the Construct Validity of the Adult Survey of Reading Attitude." It detailed the five subscales of the ASRA and offered the reliability scores of it. But, of course, each of the 40 items of the ASRA itself (available from your web site) are not identified by subscale. Do you have a "scoring" guide for the ASRA? I recognize that I could probably go through the survey item-by-item to determine the subscale to which each belongs, but, in seeking to maintain the instrument reliability that you have already ascertained, I want to be sure to use the ASRA in an appropriate way. I would certainly appreciate any more specific information about subscales and scoring that you could give me.

I'll be sure to say hello for you next time I see Dr. Shank. I don't know Dr. Peterson, but I took an action research class with Dr. Shank last semester. In spite of the overwhelming amounts of Freire, it was a challenging and engaging experience! He has a unique perspective, and I enjoy his style immensely.

I appreciate your willingness to work with me, a research neophyte. I'm looking forward to being able to use the ASRA in my study. The instrument fits my research design perfectly...I'll keep you posted of my findings as I go. Thank you again.

Susan Gebhard

----------------------------------------------------------------------------------------------------------------------------------------

Susan

Saying that Gary has a "unique" perspective is a politically astute (and generous) way of putting it. :-)

I have attached information about the scales for the ASRA here.

And, go look up Dr. Peterson--she's a great gal. Best of luck with your work. Keep me posted.

MCSmith
At 12:20 PM 11/13/2004 -0500, you wrote:

Hello again Dr. Smith-

I had my first "official" meeting with the chair of my dissertation committee this morning, and we reviewed a draft of my first three chapters. I told her how thrilled I was to have found the ASRA and how helpful you had been. Although the ASRA is available on your web site, my chair encouraged me to obtain a signed letter from you granting me permission to use it as one of the instruments in my study. She stressed that such a consent would be important to include in the IRB proposal.

I hate to impose on you, but would you be willing to mail me out a signed consent-to-use letter? I plan to utilize the ASRA for no less than one semester and no more than one year, beginning in January, 2005. It will be one of two (perhaps three) instruments that I will use to collect data for my dissertation research on preservice teachers' dispositions toward reading. I am hopeful that I can have my IRB proposal ready to go within the month, so, if possible, might I have such a letter by early December?

I've enclosed my "snail mail" address below. Thank you so much for your assistance and for allowing me the use of the ASRA!

Susan Gebhard
456 Leet Road
Sewickley, PA 15143-1020
412-741-6026

I've never heard of needing a consent letter to use a scale that is publicly available; your chair may be overinterpreting some policy or procedure. It is certainly not required for IRB--unless that is a policy specific to Duquesne's IRB. I'll be out of town this week, but will write a letter when I return and send to you. You may have to keep bugging me about it--it's nearing the end of the semester and tasks are piling up!

MCS
APPENDIX E

Correspondence with Dr. Anthony Applegate regarding use of Open-Ended Questions suggested by the article *The Peter Effect* (Applegate & Applegate, 2004)
Dear Dr. Applegate-

Greetings from Pittsburgh! I am a doctoral candidate at Duquesne University, and I am just readying myself to begin my dissertation study. I read your article, "The Peter Effect" last March in The Reading Teacher and must admit to having been absolutely inspired by it. Along with being a student, I am currently teaching Children’s Literature in the education department of Slippery Rock University. Your article dovetailed with my own experiences and my desire to convey my passion for reading to the preservice teachers’ under my tutelage.

My research looks to contrast the reading attitudes and motivations of preservice teachers both before and after a mandatory Children’s Literature class and between traditional face-to-face and online versions of the course. I have quantitative instruments that I plan to use to measure attitude and motivation, but I will also be collecting narrative and anecdotal evidence of attitude. With your permission, I would like to base several of my questions on those included in the Follow-up Survey presented in "The Peter Effect." I plan to change the wording, but the idea of open-ended survey questions would be similar to that in your design.

Please consider my request and let me know. I need to begin to collect data in January, so I will need to design the final instrument as soon as possible. Thank you for your help!

Susan Gebhard

P.S. Please don’t hold last Sunday’s football game against me ;-)

Dear Susan:

Thanks so much for the kind words about our article. It's always great to hear from colleagues who have enjoyed your work. It almost made up for your unfortunate reference to the football game that folks from these parts are trying desperately to forget. But at any rate, please feel free to use any materials from the article in any form whatever in your work.

Your research ideas sound very intriguing. Our survey results suggest that teachers and would-be teachers can be profoundly influenced by their reading experiences as adults and as college students. So hope springs eternal. Mary and I are pretty thoroughly convinced that the ability to think about literature and experience what Rosenblatt referred to as "aesthetic reading" is what separates many of the engaged from unengaged readers. That belief is driving much of our present research and writing agenda. I hope that you experience much success in changing some reading attitudes. If you have a few spare moments (how's that for wishful thinking?), please keep us posted on your research progress. We'd love to hear how you are progressing. We wish you all the best as you embark on the great adventure of the dissertation.

Tony (& Mary) Applegate
APPENDIX F

"Reading Autobiography" Assignment
This is an autobiographical account of the role of books and reading in your life. What do you recall about reading from your childhood? Did someone read to you? Did you receive books for gifts? Did your role models read? What do you remember about reading in school? Have you always preferred certain genres in books or have your tastes changed? Do you read to yourself or do you love books on tape? Do you ever read to someone else?

Your reading autobiography should discuss your earliest reading memories and must incorporate responses to each of the following required elements.

- When you think of yourself as a reader, how much enjoyment do you associate with reading? Why do you respond this way?
- When you consider your early elementary school reading experiences, do you recall them as positive, negative, or neutral? Why do you respond this way?
- When you consider your experiences with reading at home, do you recall them as positive, negative, or neutral? Why do you respond this way?
- Were any of your teachers effective in sharing a love of reading with you? If yes, in what way(s) did they do this?
- When you consider your college reading experiences, do you think of them as positive, negative, or neutral? Why do you respond this way?
- What do you consider to be the purpose of reading? Why do you respond this way?

You will not be graded on your experiences or lack of experiences with books. Instead you will be graded on the completeness of your responses. Spelling, punctuation, and grammar count! Have someone proofread your work and read your work aloud to hear how it flows. Be prepared to discuss your experiences.

**Reading Autobiography Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
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</thead>
<tbody>
<tr>
<td>contains complete and detailed information, birth to present</td>
<td>incomplete information or lacks detail, birth to present</td>
<td>minimal information and few details, birth to present</td>
</tr>
<tr>
<td>contains responses to all required content elements</td>
<td>incomplete responses to all required content elements</td>
<td>minimal responses to all required content elements</td>
</tr>
<tr>
<td>0-1 typographical, grammatical, or spelling errors</td>
<td>2-3 typographical, grammatical, or spelling errors</td>
<td>4+ typographical, grammatical, or spelling errors</td>
</tr>
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</table>

9 maximum points x 2 = 18
APPENDIX G

"Final Reflection" Assignment
Final Reflection (18 possible points) due __________

This is a final reflection about the role of books and reading in your life. Consider your current thoughts and feelings about literature, both personal reading and children's literature. Think about the importance and/or value of reading and books. Consider your Children's Literature course and the reading, discussion, and assignments that you have completed. Compose a final reflection containing your ideas.

Your final reflection should discuss your thoughts about reading, Children's Literature and your feelings about both, and it must incorporate responses to each of the following required elements.

- When you think of yourself as a reader, how much enjoyment do you associate with reading? Why do you respond this way?
- Was this Children's Literature class effective in inspiring you to be a more enthusiastic reader? If yes, in what way(s) did it do this?
- What specific experiences, activities, or projects from this Children's Literature course do you feel most affected your ideas about reading? Why do you respond this way?
- Was this Children's Literature instructor effective in inspiring you to be a more enthusiastic reader? If yes in what way(s) did the instructor do this?
- When you consider your college reading experiences, do you think of them as positive, negative, or neutral? Why do you respond this way?
- What do you consider to be the purpose of reading? Why do you respond this way?

Do not be afraid to be honest in your reflection and your comments. You will not be graded on the positive or negative content of your comments. Instead you will be graded on the completeness of your responses. Spelling, punctuation, and grammar count! Have someone proofread your work and read your work aloud to hear how it flows. Be prepared to discuss your reflections.

**Reading Autobiography Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
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</thead>
<tbody>
<tr>
<td>contains complete and detailed reflection about entire course</td>
<td>incomplete information or lacks detail, entire course</td>
<td>minimal information and few details, entire course</td>
</tr>
<tr>
<td>contains responses to all required content elements</td>
<td>incomplete responses to all required content elements</td>
<td>minimal responses to all required content elements</td>
</tr>
<tr>
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<td>4+ typographical, grammatical, or spelling errors</td>
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</table>

9 maximum points x 2 = 18
APPENDIX H

Syllabus for Children's Literature Course, Face-to-Face Section
ELEC 288 13  
Children’s Literature f2f  
COURSE SYLLABUS  
Spring, 2005

Instructor: Ms. Susan Gebhard  
Office: McKay, 119  
Class Time: MWF, 1:00-2:15  
Office Hours: MWF 11:00-12:00, 2:30-3:30  
other times by appointment  
Email: susan.gebhard@sru.edu sgebhard@verizon.net (preferred)

Phone: 724-738-2293 (office)  
412-335-0025 (cell)  
412-741-6026 (home)

COURSE DESCRIPTION:
This is a course designed for students interested in children and their reading material. It will introduce pre-service teachers to the value of children’s literature and the variety of genres/cultural perspectives available to enhance the development and learning of children.

Students will learn
• how to identify and select outstanding literature  
• how to introduce and read literature with children  
• ways to extend children’s language experiences  
• how best to integrate literacy activities across the elementary school curriculum.

Students will devise strategies and create materials for the presentation of selected literature. They will also design activities to stimulate the creative responses of the children who read it.

COURSE MATERIALS:
There will be one required text for this course.


Students will also need to purchase a blank book, art supplies, a few children’s books, and various other materials related to projects for the course. Opportunities will be given to purchase children’s books so that pre-service teachers can start their own professional/classroom library.

COURSE METHODS:
This course will use many strategies including
• readings from textbook, children’s literature, and professional journals
• technology components
  • Internet, Blackboard and email  
  • video, and audio recordings  
  • PowerPoint and/or web page design  
• synchronous and asynchronous small and large group discussions  
• cooperative learning activities  
• individual projects and presentations  
• a risk-free environment in which reflection is foundational to teaching and learning

“I prefer the errors of enthusiasm to the indifference of wisdom.”  
- Anatole France

214
COURSE GOALS:
This course addresses the mission the College of Education. The College of Education is committed to providing teacher candidates a quality teacher education program, including experiences in diverse settings. Diversity is defined by NCATE as: Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

Course goals are based on the **SRU Framework for Teaching**

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Planning, Preparation, and Assessment</th>
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<tbody>
<tr>
<td>• Students will be able to identify quality literature appropriate to children’s interests, cultures, and abilities.</td>
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<tr>
<td>• Students will be able to identify research-based literacy strategies (vocabulary, comprehension, writing, technology, and artistic) to assist their students in selecting, reading, and responding to literature.</td>
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<tr>
<td>• Students will be able to plan and evaluate language arts activities that deepen and extend the meaning of literature and promote attitudes of diversity and equity.</td>
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<td>• Students will create authentic alternative forms of assessment/evaluation to provide a basis for reflection and generation of new learning.</td>
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<tr>
<td>• Students will design integrated lesson plans that demonstrate understanding of best practices for the teaching of children’s literature.</td>
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<tr>
<th>Domain 2</th>
<th>The Classroom Environment</th>
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<tr>
<td>• Students will demonstrate knowledge of diverse cultural groups.</td>
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<tr>
<td>• Students will examine the image of women and men in children’s literature, become aware of sexism in content and language, and evaluate children’s literature for the treatment of political, racial, ethnic, and religious groups.</td>
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<tr>
<td>• Students will create materials and procedures using children’s literature to develop reading comprehension, to enhance vocabulary acquisition, and to develop critical reading abilities within the classroom community.</td>
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<td>• Students will try to instill cultural pride by means of children’s literature choices.</td>
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<tr>
<th>Domain 3</th>
<th>Instruction and Communication</th>
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<tr>
<td>• Students will consider how literature can be used across the curriculum.</td>
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<tr>
<td>• Students will become aware of resources for teachers that will help them select and evaluate literature for children.</td>
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<tr>
<td>• Students will demonstrate the ability to analyze and present literature orally and by means of written assignments.</td>
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<tr>
<td>• Students will demonstrate the ability to reflect on readings, discussions, responses, and class assignments.</td>
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<tr>
<td>• Students will begin to relate current educational theory and legislation to the use of children’s literature in the classroom.</td>
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<tr>
<td>• Students will demonstrate the ability to present models of multicultural literature to promote cultural understanding.</td>
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</tbody>
</table>
Domain 4
Professional Responsibility

- Students will demonstrate professionalism by attending all classes, completing all assigned reading and work, and actively engaging in all aspects of the course.
- Students will demonstrate listening, speaking, writing, and thinking abilities on a level required of professional educators.
- Students will develop a personal pedagogy toward the use of children's literature that reflects understanding of current theories and practices related to literacy learning and instruction.
- Students will develop appropriate and effective ways to involve children from diverse backgrounds and their families in the selection, planning, and teaching of children’s literature.
- Students will develop strategies by which children’s literature can be integrated within existing school/district and standards-based curriculums.
- Students will become aware of professional resources, activities, and organizations that will allow them to continue to develop as literacy educators.

"Just do it."
-Nike

COURSE EXPECTATIONS:
Students are expected to behave in a professional manner as outlined in the Teacher Education Policy Manual for Slippery Rock University, College of Education. Therefore all students should
- show enthusiasm for the teaching/learning process
- engage in positive and cooperative relationships
- demonstrate a reflective approach towards teaching and learning
- respect diversity
- take initiative to meet or exceed stated requirements
- prepare thoroughly and consistently for all lessons and activities
- model appropriate oral and written language
- demonstrate respectful behavior towards peers and instructors
- demonstrate consistent attendance and punctuality
- accept feedback and use suggestions to alter behavior

No specific grade is given for professionalism. However, please be aware a student's level of participation and adherence to professional behavior will affect the final grade earned.

Any student with a documented disability who needs special accommodation to complete course work must contact me during the first week of class. I want to work with you, but you need to give me some advance notice!

COURSE ASSIGNMENTS:
All assignments, written and oral, must exhibit careful and thoughtful completion. This is particularly important in an online environment! Written assignments should be free from misspellings and typographical/grammatical errors and should be composed using a Microsoft Office Product. Because this is the universally accepted standard, the instructor and classmates may not be able to access assignments completed using another product, such as Corel WordPerfect! Students are expected to reference and cite ideas and quoted materials appropriately using APA guidelines.
All assignments, written and oral, must be completed by the date and time that they are due. Late assignments will be accepted only in extraordinary circumstances. An unexcused late assignment will lose points for every day that it is past due.

Once a final assignment has been turned in, it may not be redone. However, a student may receive advance feedback by submitting a preliminary draft.

COURSE EVALUATION:
A student's final grade will be based upon the points accumulated as a result of assignments, presentations, class participation, and activities. A percentage will be determined for each student based upon the number of points earned compared to the total possible points in the course. Percentages correlate to letter grades in the following manner:

100-90% A     89-80% B     79-70% C     69-60% D     59-0% F

Readings: Textbooks and other readings from children's literature are foundational. Because they serve as source and reference for both teacher and student, it is essential that all readings be completed!

Exams: This class is qualitative rather than quantitative. As such, there will be no written exam. Instead, students will be responsible for a number of performance assessments.

Quizzes: I reserve the right to give both announced and unannounced quizzes.

Field Experience: There will be a required field component for this course. Date/ time/ location are to be announced, are subject to change, and may impact the rest of the course calendar.

COURSE SPECIFICS:
Much of what students will be asked to do in this course requires creativity. The best teachers aren't bound by a manual or lesson plan. They rely on creativity and collaboration to develop innovative and imaginative classroom techniques. Flexibility makes learning relevant, integrated, and fun! So dare to think outside of the box and “wing it!”

Reading Autobiography (12 possible points) due January 19
Please see the specific assignment sheet for this writing. Please be sure that this and all other writing assignments are thorough, proofread, and punctuated correctly. Pay close attention to the correct way of writing book and story titles when you mention them in your autobiography. Along with submitting your autobiography to the professor, we will be sharing our ideas in class. You will be surprised at how many connections you can make with your classmates’ recollections!

Final Reflection (12 possible points) due May 2
Please see the specific assignment sheet for this writing.

“Parent Presentation” (18 possible points) due January 24
Pretend that we (the class) are parents visiting your elementary classroom for your school’s Open House or Parents’ Night program. Plan a presentation to show us why children’s literature is important to the home-school connection. Briefly discuss the history of children’s literature, its importance to children’s growth and development, and ways in which parents can impact children’s reading abilities and attitudes towards books. Share three picture book choices and explain what makes them good examples. Be sure to decide what grade level you are (virtually) teaching before you plan your presentation or select your books. Five minute time limit please!
### Parent Presentation Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
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<tbody>
<tr>
<td>Presentation contains information about three assigned areas: history, role in children’s development, and parent impact</td>
<td>Presentation contains information about two assigned areas: history, role in children’s development, and parent impact</td>
<td>Presentation contains information about one or none of assigned areas: history, role in children’s development, and parent impact</td>
</tr>
<tr>
<td>Three books selected are appropriate for quality and level</td>
<td>3-4 books selected; some inappropriate for quality and level</td>
<td>1-2 books selected; all inappropriate for quality and level</td>
</tr>
<tr>
<td>Clearly able to explain each book choice</td>
<td>Minimal explanation for each book choice</td>
<td>No explanation for each book choice</td>
</tr>
</tbody>
</table>

9 maximum points x 2 = 18

### Response Journal: (30 possible points)

**Ch 1-9 due midterm (March 4)**  
**Ch 10-12 due end of term (April 8)**

Good teachers collect ideas and constantly reflect and wonder “what if...?” So, after completing each portion of your assigned reading, you are to summarize the main points in a virtual literature response journal. You should include any personal references or thoughts you have about the reading or the genre/books discussed in it. Jot down any classroom applications or teaching methods that occur to you as you read. The journal is also a place where brainstorming, rough drafts, or questions can occur. Your literature response journal will also contain the bibliographical information from your book selection books (see below).

The best teachers are very reflective about what it is that they have done. What went well? How could an activity have been improved? How did other participants react? Was an activity worthwhile? How could a particular idea, project, or presentation be tied into another aspect of your classroom or teaching? It is expected that you will reflect on each activity or presentation (including genre projects, see below) that you do for this class. All reflections should be dated and included as part of your response journal.

The literature response journal will be evaluated once at midterm and again at the end of the course.

### Book Selection: (16 possible points)

due for each new genre

Each week that a new genre is introduced, you are to find two books that reflect that genre. One book is to be a picture book and the other a chapter book. Please write the bibliographical information for these two books in your literature response journal. Also include a brief paragraph explaining why you feel that each title is representative of that particular genre! You may choose to use one of your two book selections for that genre’s project, and you may also include these selections in your Children's Literature Portfolio.

### Children's Literature Portfolio (162 possible points)  
due April 15

Read, read, read! By the end of this course you are to develop a portfolio of at least sixteen children’s books, two from each genre listed below. One book for each genre may be a picture book, but the other must be an intermediate-level chapter book. Books should represent cultural diversity. You will create a page in your portfolio for each book that you select. (A sample page is provided in the Assignments section of Blackboard.) Each page must contain the following information. You may be as creative as you wish in its presentation.

- Complete bibliographic information in APA style including ISBN number
- Genre(s) to which the book belongs
- Approximate reading level of the book
- A brief synopsis of the book containing characters, setting, and plot
Suggestions for classroom use. These could be ways to activate prior knowledge, vocabulary strategies, guided-reading or independent-reading activities, or a post-reading activity. NO WORKSHEETS! Please try to create activities to promote critical thinking and/or integrate the book within the larger curriculum.

**GENRES INCLUDE**: multicultural literature, nonfiction, poetry, historical fiction, realistic fiction, mystery, biography, science fiction/fantasy, traditional/folk literature

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**Children’s Literature Portfolio Rubric**  
*(for each page)*

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
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</thead>
<tbody>
<tr>
<td>Contains complete bibliographical information; includes all of the following: ISBN, genre, and reading level</td>
<td>Contains incomplete bibliographical information; missing one of the following: ISBN, genre, or reading level</td>
<td>Minimal/incorrect bibliographical information; missing more than one of the following: ISBN, genre, and reading level</td>
</tr>
<tr>
<td>Detailed and sequential synopsis including setting, characters, and plot;</td>
<td>Synopsis lacks detail or sequence; missing one of the following: characters, setting, plot</td>
<td>Synopsis is confusing and incomplete; missing two of the following: characters, setting, plot</td>
</tr>
<tr>
<td>Classroom application demonstrates creativity and promotes critical thinking; activity promotes diversity and/or curricular integration</td>
<td>Classroom application demonstrates minimal creativity or promotes critical thinking; activity promotes neither diversity and/or curricular integration</td>
<td>Classroom application does not demonstrate creativity and does not promote critical thinking; no diversity or curricular integration</td>
</tr>
</tbody>
</table>

9 possible points/page x 18 pages = 162/portfolio

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**PICTURE BOOK**  
*(27 possible points)*  
**due March 18**

YOU are the author! In your blank book, you are to write and illustrate your own picture book. Review your text chapters 1-4 to determine what qualities would make your book “good” children’s literature and go from there! Your book may represent any genre you’d like, be written in whatever narration style you choose, and may be illustrated in any way you wish. Suggestions include: crayon, watercolor, collage, torn paper, etc. You may type your text, handwrite it, use calligraphy, or stamp it. Some student authors make interactive kinds of books like pop-ups or choose your own adventure. Don’t forget an appealing front cover (with title, author, and illustration), back cover (with a very short synopsis of the story- don’t give away the ending!), and a spine (title and author). Lastly, an "about the author" is required on the inside back cover or last page. It must contain your name, a short biography, and a brief overview of your reading preferences and habits. Because you are writing this book for children, grammar, spelling, and punctuation are all absolutely essential. You will share your book with your colleagues in a round-table reading during our last class.

---

**Picture Book Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book displays three engaging elements (front cover, back cover and spine); all required information</td>
<td>Book displays two engaging elements (front cover, back cover and spine); minimal required information</td>
<td>Book displays one engaging element (front cover, back cover and spine); missing required information</td>
</tr>
<tr>
<td>About the Author page contains all required elements (name, brief bio, reading preferences)</td>
<td>About the Author page contains two required elements (name, brief bio, reading preferences)</td>
<td>About the Author page contains one required element (name, brief bio, reading preferences)</td>
</tr>
<tr>
<td>Genre clearly identifiable by means of text and pictures</td>
<td>Genre identifiable by either text and pictures</td>
<td>Genre not identifiable</td>
</tr>
<tr>
<td>Consistent narration style throughout book</td>
<td>Inconsistent narration style throughout book</td>
<td>Incoherent narration style throughout book</td>
</tr>
</tbody>
</table>
INDIVIDUAL GENRE PROJECTS:
We will be studying nine genres of children’s literature. Below you will find explanations of the genre projects that go with each. You will do a different project for each genre. Some of them will be presented face-to-face to the class and some of them will be posted online. Good teachers brainstorm and share ideas freely! If a face-to-face project involves any kind of written component, remember that you are always expected to make enough copies so that each member of the class can have one for his/her professional files. But, since some of the face-to-face projects are strictly oral, you will need to take notes in your literature journals about others’ presentations that do not have a handout. Online presentations will always be accessible for all students.

POETRY
PPP—Poetry Presentation and Paper (18 possible points) due January 31
Choose a poem. It can be from your childhood, a poem that inspires you today, an excerpt from a larger poetic work, or even song lyrics! Memorize your selected poem. You will be reciting your memorized poem for the class. Write a one-page paper stating and defending your position on this question. (Remember to cite any sources used.)

Is it good teaching practice to require elementary students to memorize and recite a selected poem?
You should provide each member of the class with a printed copy of your selected poem, but you do not need to make multiple copies of your paper.

Poetry Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poem completely memorized; good expression; easily heard</td>
<td>1-2 mistakes in recitation; some expression; faded in and out</td>
<td>3+ mistakes in recitation; little to no expression; not audible</td>
</tr>
<tr>
<td>Paper clearly stated opinion of topic; all details supported opinion; gave examples</td>
<td>Paper obliquely stated opinion of topic; most details supported opinion; examples not always relevant</td>
<td>Paper did not state opinion of topic; details did not reinforce topic; examples irrelevant</td>
</tr>
<tr>
<td>No spelling, typographical, or grammatical errors</td>
<td>1-2 spelling, typographical, or grammatical errors</td>
<td>3+ spelling, typographical, or grammatical errors</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

MULTICULTURAL LITERATURE
Internet Project due February 9
Search the Internet for information related to multicultural children’s literature. This may be a publisher’s web site, literary magazine review, an UNICEF site, etc. Carefully review the site and evaluate it using the "Evaluating an Educational Website" guide posted on Blackboard. Create a one-page Word document in which you include a link to your selected web site. Describe the content of the site, your evaluation of it, and why such a site could be a valuable teaching tool to use with multicultural literature. You will present your site to your classmates along with a brief (5 minutes) explanation and "tour" of it.
**Internet Project Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-prepared; no communication errors or fillers</td>
<td>Somewhat disorganized; 2-3 communication errors</td>
<td>Minimal preparation; 4+ communication errors</td>
</tr>
<tr>
<td>Handout does exceptional job of describing website; addresses all areas of evaluation guidelines</td>
<td>Handout does average job of describing website; does not address 1-2 areas of evaluation guidelines</td>
<td>Handout does not adequately describe website; does not address 3+ areas of evaluation guidelines</td>
</tr>
<tr>
<td>No spelling, typographical, or grammatical errors</td>
<td>1-2 spelling, typographical, or grammatical errors</td>
<td>3+ spelling, typographical, or grammatical errors</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

---

**TRADITIONAL/FOLK LITERATURE**

**Storytelling: (18 possible points)**  
Due February 14

You will select a picture book, a story from an anthology, or a chapter from a longer novel. Re-read it several times through to familiarize yourself with the characters, plot, and dialog. Once you are confident that you know the story, practice it well to recapture the oral tradition of storytelling. When you tell the story to the class, you will NOT have the book in your hand...you will be storytelling. Your story should run no longer than five minutes, so time yourself. Of course, there is no written component to this activity.

**Storytelling Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knew all aspects of story</td>
<td>Difficulty recalling parts of story</td>
<td>Inaccurate recall of story</td>
</tr>
<tr>
<td>Used good dialog</td>
<td>Little to no dialog</td>
<td>No dialog</td>
</tr>
<tr>
<td>Conveyed plot expressively</td>
<td>Difficulty maintaining expression</td>
<td>Did not capture essence of storytelling</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

---

**REALISTIC FICTION**

**Controversial Children's Book (18 possible points)**  
Due February 23

You will visit the American Library Association's site for "Banned Books." Study the list of books and the reasons why each has been added. (You will discover that most "controversial books are either fantasy or realistic fiction.) Do a web search to discover other sites devoted to controversial literature and review titles listed there. You may also want to interview a librarian to obtain another perspective on "controversial" books. Finally, select a "controversial" realistic fiction children's book and read it carefully. Write a critique of the book--why could it be considered to be controversial? What would be some benefits or problems with using it in the classroom? How might you use it? Critique should also include a bibliography, a picture of the cover, and synopsis of your selected book. You will briefly present your book (a short read-aloud excerpt) and your findings to your classmates.

**Controversial Realistic Fiction Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough bibliography/synopsis</td>
<td>Complete bibliography OR synopsis</td>
<td>Neither bibliography nor synopsis complete</td>
</tr>
<tr>
<td>Clear explanation of controversial nature; contained 2-3 specific examples; discussed historical context</td>
<td>Vague explanation of controversial nature; contained 1 example; incomplete notion of historical context</td>
<td>Minimal explanation of controversial nature; contained no examples; no notion of historical context</td>
</tr>
<tr>
<td>Discussed both benefits and problems of classroom use; justified selection's inclusion or exclusion</td>
<td>Discussed either benefits or problems with classroom use; justified either selection's inclusion or exclusion</td>
<td>No discussion of benefits or problems with classroom use; did not justify selection's inclusion or exclusion</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18
Mystery

“Plot Puzzle” (18 possible points)  group, in class February 21

This project will offer you the opportunity to review the basic parts of a story or novel and introduce you to an excellent means to teach the concept of plot to children. It will be done as a collaborative project in class.

**Plot Puzzle Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately identified and presented rising action in sequential order</td>
<td>Rising action presented in confusing or non-sequential manner</td>
<td>Incomplete rising action</td>
</tr>
<tr>
<td>Stated and justified climax/denouement</td>
<td>Climax/denouement stated but not justified</td>
<td>Climax/denouement not stated</td>
</tr>
<tr>
<td>Puzzle contained all other required elements: bibliography, conflict, characters, setting</td>
<td>Puzzle missing one of other required elements: bibliography, conflict, characters, setting</td>
<td>Puzzle missing 2+ other required elements: bibliography, conflict, characters, setting</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

Historical Fiction

**Book Bag/Box: (18 possible points) due March 2**

You will create a book bag/box collection. This is a bag, box, or other container containing three books centered around a historical theme and a level of student. Your book bag/box must be decorated creatively, be sturdy, and reflect its theme and the age of the children for which it is designed. Along with three books, it must contain an extension activity (focused on the theme) that children could do at home with their families. It may contain any other items that you wish. You will share your book bag/box with the class in a brief (maximum five-minute) presentation. The written portion of this activity will be the extension activity. Please make a copy available for your classmates.

**Book Bag/Box Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover design is creative; theme easily discernable</td>
<td>Cover design is somewhat creative; theme not easily discernable</td>
<td>Cover not creative; no discernable theme</td>
</tr>
<tr>
<td>All books appropriate to theme and children’s reading level</td>
<td>One book inappropriate to theme or reading level</td>
<td>Two or three books not appropriate to theme or level</td>
</tr>
<tr>
<td>Activity appropriate to theme and children’s level</td>
<td>Activity requires one modification for theme or level</td>
<td>Activity requires more than one modification for theme or level</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

Fantasy/Science Fiction

**Book Talk: (18 possible points) due March 14**

A book talk is a presentation that convinces the audience to read a good book. It tells about the book without revealing the conclusion. A good book talk involves a flair for the dramatic such as the use of props, puppets, or costumes. Nothing will be written or handed in with this assignment, because it is strictly oral. Your presentation should be no longer than five minutes.

**Book Talk Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audible throughout; good inflection and expression</td>
<td>Volume fades in and out; some inflection and expression</td>
<td>Inaudible; monotone; little expression</td>
</tr>
<tr>
<td>Polished; no hesitations; error-free pronunciation</td>
<td>1-2 pronunciation errors; uses verbal fillers (“um,” “uh”)</td>
<td>Pronunciation is distracting; 3-4 errors; overuse of verbal fillers (“um,” “uh”)</td>
</tr>
<tr>
<td>Encourages listener to read book; strong sense of drama</td>
<td>Listener remains uninterested in book; little drama</td>
<td>Does not meet requirements for minimum presentation standards</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18
NON-FICTION

Curriculum Tie-In/ Graphic Organizer (18 possible points) due April 1

Select a non-fiction picture book or novel. Read it carefully to see how this book might be integrated within a subject area other than language arts. Create a graphic organizer for use by children either as a pre or post-reading activity to link the concepts presented in the book to another subject area. Suggested graphic organizers include a KWL chart, a web, or a Venn Diagram. (See me if you need help or suggestions.) You will present your graphic organizer to the class, and a hand-out of it (with a bibliography of the te non-fiction book you used with it) should also be made available to your classmates for their literacy files.

Graphic Organizer Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum tie-in clearly articulated and defined</td>
<td>Curriculum tie-in either articulated or defined</td>
<td>Curriculum tie-in neither articulated nor defined</td>
</tr>
<tr>
<td>Graphic organizer well-organized and visually appealing; examples clear and defined</td>
<td>Graphic organizer needs to be modified for clarity: examples somewhat confusing</td>
<td>Graphic organizer unclear; examples confusing</td>
</tr>
<tr>
<td>No spelling, grammatical, or typographical errors</td>
<td>1-2 spelling, grammatical, or typographical errors</td>
<td>3+ spelling, grammatical, or typographical errors</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

BIOGRAPHY

Story Dramatization due April 6

This may be done as an individual activity or, if you can coordinate it, as a partner/small group project. You will select a picture book biography or chapter from a larger work. Read it several times and create a dramatization of it. This could be a puppet show, small play, monologue, readers’ theater, movie, etc. that dramatizes it. You must have at least one prop and/or a costume. Five minute time limit, please. No written parts for this.

Story Dramatization Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective choice of props</td>
<td>Difficulty using props effectively</td>
<td>Ineffective use of props</td>
</tr>
<tr>
<td>Used good dialog/drama format</td>
<td>Difficulty with dialog or drama format</td>
<td>Lack of dialog or drama</td>
</tr>
<tr>
<td>Effective dramatization style</td>
<td>Difficulty maintaining expression</td>
<td>Lack of expression</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

“I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.”

-Groucho Marx (1890 - 1977)
EXTRA CREDIT ASSIGNMENT  due on or before May 2

Author/Illustrator PowerPoint (18 points)
Select a children’s author or illustrator who has published three or more books. These may be either picture or chapter books or a combination of both. Research the author, his/her life, his/her training, his/her works, any awards or recognition that he/she has received, and any themes or genres that run throughout his/her works. Carefully read at least two of his/her books. Why do you feel that this author writes quality children’s literature? How might you create an author study about this person for your elementary students? Prepare a PowerPoint presentation containing the information that you found. Your PowerPoint should be at least ten slides in length. Here is a suggested format but feel free to improvise. A sample PowerPoint about the author Sid Fleischman is available for you to view on Blackboard.

- Slides 1-2: Introduce the topic and author/illustrator
- Slides 3: Deliver key points to be explained
- Slides 4-9: Contain content material about the author/illustrator. Use images for visual learners and text to support images and ideas
- Slide 10: Contains a bibliography and selected synopses of the author/illustrator’s work

Also, look carefully at the rubric below to see how your PowerPoint will be evaluated. I would prefer that you post the finished project to Blackboard. But you could zip it and email it to me or save it to a floppy disk or CD to hand in for my review.

### Author/Illustrator PowerPoint Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contained 10 slides</td>
<td>Contained 9 slides</td>
<td>Contained fewer than 9 slides</td>
</tr>
<tr>
<td>Slides legible; graphics and background enhanced content</td>
<td>Some slides unclear; some graphics or backgrounds inappropriate to content</td>
<td>Slides illegible; most graphics or backgrounds inappropriate to content</td>
</tr>
<tr>
<td>Slides presented concise biographical details of author/illustrator</td>
<td>Slides missing biographical details of author/illustrator; some details unclear or imprecise</td>
<td>Author/illustrator biographical details incomplete, unclear, and imprecise</td>
</tr>
<tr>
<td>Accurately identified and clearly explained themes/genres</td>
<td>Identified themes/genres but did not explain clearly</td>
<td>Superficially mentioned themes/genres; poorly explained</td>
</tr>
<tr>
<td>Included two book examples</td>
<td>Included one book example</td>
<td>No book examples</td>
</tr>
<tr>
<td>Clearly articulated classroom connections or activity</td>
<td>Classroom connection not clearly defined; no activity mentioned</td>
<td>Lacked classroom connection and suggested activity</td>
</tr>
</tbody>
</table>

18 possible points

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.”
-Albert Einstein
**ELEC 288-13**  
*Children’s Literature f2f*

**COURSE CALENDAR**

Although every attempt will be made to follow this proposed calendar, it will be subject to modifications or additions. THEMES are capitalized. Text readings are italicized and assignments are in bold, and are listed as they should be completed. (In other words, text chapter 1 should be read AFTER Friday 1/14/05 class.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 1/10/05 COURSE OVERVIEW</td>
<td>1/12/05 BOOK &quot;BASICS&quot; LITERATURE CIRCLES Introductory survey (ASRA) text chapter 1 &amp; Response Journal Reading Autobiography (due 1/19)</td>
<td>1/14/05 EDUCATIONAL THEORIES + LITERATURE Reading Autobiography (due 1/19)</td>
</tr>
<tr>
<td>#2 1/17/05 MARTIN LUTHER KING HOLIDAY- NO CLASS</td>
<td>1/19/05 &quot;LEVELING&quot; BOOKS Intro. Parent Presentation (due 1/24) text chapter 2 &amp; Response Journal Reading Autobiography DUE Parent Presentation (due 1/24)</td>
<td>1/21/05 EVALUATING CHILDREN’S LIT Parent Presentation (due 1/24)</td>
</tr>
<tr>
<td>#3 1/24/05 Parent Presentations DUE text chapter 3 &amp; Response Journal</td>
<td>1/26/05 Parent Presentations (cont.) PICTURE BOOKS- MULTIGENRE Intro Picture Book (due 3/18) text chapter 5 &amp; Response Journal get 2 poetry selections for Friday</td>
<td>1/28/05 POETRY Picture Book (due 3/18)</td>
</tr>
<tr>
<td>#4 1/31/05 PPP DUE text chapter 4 &amp; Response Journal Picture Book (due 3/18)</td>
<td>2/2/05 RESPONSE TO LITERATURE Intro. Literature Portfolio (due 4/15) text chapter 7 &amp; Response Journal get 2 multicultural selections for Friday Picture Book (due 3/18)</td>
<td>2/4/05 MULTICULTURAL LITERATURE Multicultural Internet (due 2/9) Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
</tr>
<tr>
<td>#6 2/14/05 Storytelling DUE Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
<td>2/16/05 Storytelling (cont.) text chapter 9 (first half) &amp; Response Journal get 2 real. fiction selections for Friday Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
<td>2/18/05 REALISTIC FICTION/ CONTROVERSIAL BOOKS Controversial Books (due 2/23) Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
</tr>
<tr>
<td>#7 2/21/05 MYSTERY Plot Puzzle (done in class) Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
<td>2/23/05 Controversial Books DUE text chapter 9 (second half) &amp; Response Journal get 2 hist. fiction selections for Friday Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
<td>2/25/05 HISTORICAL FICTION Book Box (due 3/2/05) Literature Portfolio (due 4/15) Picture Book (due 3/18)</td>
</tr>
<tr>
<td>3/7/05 MID-TERM RECESS</td>
<td>3/9/05 MID-TERM RECESS</td>
<td>3/11/05 MID-TERM RECESS</td>
</tr>
<tr>
<td>Date</td>
<td>Task Details</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 3/14/05   | **Book Talk DUE**  
*text chapter 10 & Response Journal*  
get 2 fantasy/sci-fi. selections for Wed.  
*Literature Portfolio (due 4/15)*  
*Picture Book (due 3/18)* |
| 3/16/05   | FANTASY SCIENCE FICTION  
gather trap supplies to bring Friday  
*Picture Book (due 3/18)*  
*Literature Portfolio (due 4/15)* |
| 3/18/05   | **LEPRECHAUN TRAPS**  
*Picture Book DUE*  
*text chapter 11 & Response Journal*  
*Literature Portfolio (due 4/15)* |
| 3/21/05   | **SPRING BREAK** |
| 3/23/05   | **SPRING BREAK** |
| 3/25/05   | **SPRING BREAK** |
| 3/28/05   | **NONFICTION**  
*Curriculum Tie-In (due 4/1)*  
*text chapter 12 & Response Journal*  
get 2 bio/autobio. selections for Wed  
*Literature Portfolio (due 4/15)* |
| 3/30/05   | BIOGRAPHY/ AUTOBIOGRAPHY  
*Dramatization (due 4/4)*  
*Literature Portfolio (due 4/15)* |
| 4/1/05    | *Curriculum Tie-In due*  
*Literature Portfolio (due 4/15)*  
*Dramatization (due 4/4)* |
| 4/4/05    | **PREPARE FOR FIELD- bring 1 favorite picture and 1 favorite chapter book to class**  
*Literature Portfolio (due 4/15)* |
| 4/6/05    | *Dramatizations DUE*  
*Literature Portfolio (due 4/15)* |
| 4/8/05    | *Dramatizations DUE (cont.)*  
*Response Journal (Ch 10-12) DUE* |
| 4/11/05   | **FIELD EXPERIENCE**  
*Literature Portfolio (due 4/15)* |
| 4/13/05   | **FIELD EXPERIENCE**  
*Literature Portfolio (due 4/15)* |
| 4/15/05   | **FIELD EXPERIENCE**  
*Literature Portfolio DUE by 1:00* |

**WEEK OF 5/2/05**
During exam week, we will have class at our scheduled final exam time.  
- Complete final survey  
- Final Reflection due  
- Final Project due (optional)  
- oral reading/sharing of Personal Picture Books

“Resolve to edge in a little reading every day, if it is but a single sentence. If you gain fifteen minutes a day, it will make itself felt at the end of the year.”  
-Horace Mann (1796 - 1859)
APPENDIX I

Syllabus for Children's Literature, Online Section
Instructor: Ms. Susan Gebhard
Office: McKay, 119
Phone: 724-738-2293 (office)
        412-335-0025 (cell)
        412-741-6026 (home)

Class Time: Wednesdays, 5-7:30, RLA
Office Hours: MWF 11:00-12:00, 2:30-3:30
other times by appointment

Email: susan.gebhard@sru.edu
        sgebhard@verizon.net (preferred)

COURSE DESCRIPTION:
This is an online course designed for students interested in children and their reading material. It will introduce pre-service teachers to the value of children’s literature and the variety of genres/cultural perspectives available to enhance the development and learning of children.

Students will learn
• how to identify and select outstanding literature
• how to introduce and read literature with children
• ways to extend children’s language experiences
• how best to integrate literacy activities across the elementary school curriculum.

Students will devise strategies and create materials for the presentation of selected literature. They will also design activities to stimulate the creative responses of the children who read it.

COURSE MATERIALS:
Students are expected to have regular access to a computer and to the Internet. In addition, they should be proficient in the use of Microsoft Office products and an Internet browser of their choice.

There will be one required text for this course.


Students will also need to purchase a blank book, art supplies, a few children’s books, and various other materials related to projects for the course. Opportunities will be given to purchase children’s books so that pre-service teachers can start their own professional/classroom library.

COURSE METHODS:
This course will use many strategies including
• readings from textbook, children’s literature, and professional journals
• technology components
  • Internet, Blackboard and email
  • video, and audio recordings
  • PowerPoint and/or web page design
• synchronous and asynchronous small and large group discussions
• cooperative learning activities
• individual projects and presentations
• a *risk-free* environment in which reflection is foundational to teaching and learning

“I prefer the errors of enthusiasm to the indifference of wisdom.”
  - Anatole France
COURSE GOALS:
This course addresses the mission the College of Education. The College of Education is committed to providing teacher candidates a quality teacher education program, including experiences in diverse settings. Diversity is defined by NCATE as: Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

Course goals are based on the **SRU Framework for Teaching**

| Domain 1  | Planning, Preparation, and Assessment | • Students will be able to identify quality literature appropriate to children’s interests, cultures, and abilities.  
|          |                                  | • Students will be able to identify research-based literacy strategies (vocabulary, comprehension, writing, technology, and artistic) to assist their students in selecting, reading, and responding to literature.  
|          |                                  | • Students will be able to plan and evaluate language arts activities that deepen and extend the meaning of literature and promote attitudes of diversity and equity.  
|          |                                  | • Students will create authentic alternative forms of assessment/evaluation to provide a basis for reflection and generation of new learning.  
|          |                                  | • Students will design integrated lesson plans that demonstrate understanding of best practices for the teaching of children’s literature.  
| Domain 2  | The Classroom Environment         | • Students will demonstrate knowledge of diverse cultural groups.  
|          |                                  | • Students will examine the image of women and men in children’s literature, become aware of sexism in content and language, and evaluate children’s literature for the treatment of political, racial, ethnic, and religious groups.  
|          |                                  | • Students will create materials and procedures using children’s literature to develop reading comprehension, to enhance vocabulary acquisition, and to develop critical reading abilities within the classroom community.  
|          |                                  | • Students will try to instill cultural pride by means of children’s literature choices.  
| Domain 3  | Instruction and Communication     | • Students will consider how literature can be used across the curriculum.  
|          |                                  | • Students will become aware of resources for teachers that will help them select and evaluate literature for children.  
|          |                                  | • Students will demonstrate the ability to analyze and present literature orally and by means of written assignments.  
|          |                                  | • Students will demonstrate the ability to reflect on readings, discussions, responses, and class assignments.  
|          |                                  | • Students will begin to relate current educational theory and legislation to the use of children’s literature in the classroom.  
|          |                                  | • Students will demonstrate the ability to present models of multicultural literature to promote cultural understanding.  

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Domain 4
Professional Responsibility

- Students will demonstrate professionalism by attending all classes, completing all assigned reading and work, and actively engaging in all aspects of the course.
- Students will demonstrate listening, speaking, writing, and thinking abilities on a level required of professional educators.
- Students will develop a personal pedagogy toward the use of children's literature that reflects understanding of current theories and practices related to literacy learning and instruction.
- Students will develop appropriate and effective ways to involve children from diverse backgrounds and their families in the selection, planning, and teaching of children's literature.
- Students will develop strategies by which children's literature can be integrated within existing school/district and standards-based curriculums.
- Students will become aware of professional resources, activities, and organizations that will allow them to continue to develop as literacy educators.

“Just do it.”
-Nike

COURSE EXPECTATIONS:
Students are expected to behave in a professional manner as outlined in the Teacher Education Policy Manual for Slippery Rock University, College of Education. Therefore all students should

- show enthusiasm for the teaching/learning process
- engage in positive and cooperative relationships
- demonstrate a reflective approach towards teaching and learning
- respect diversity
- take initiative to meet or exceed stated requirements
- prepare thoroughly and consistently for all lessons and activities
- model appropriate oral and written language
- demonstrate respectful behavior towards peers and instructors
- demonstrate consistent attendance and punctuality
- accept feedback and use suggestions to alter behavior

No specific grade is given for professionalism. However, please be aware a student's level of participation and adherence to professional behavior will affect the final grade earned.

Any student with a documented disability who needs special accommodation to complete course work must contact me during the first week of class. I want to work with you, but you need to give me some advance notice!

Because this course is largely online, students must demonstrate self-motivation. Students will need to monitor their time online, required discussions, postings, and due dates. It is imperative that students attend specified class meetings and synchronous chats. "Attendance" in class can be measured by the amount of participation in online discussions and projects. While the instructor may structure the course, the students drive it. Whether the class is lively and engaging is determined by how much students interact with each other and the instructor. As a result, the overall success of the class depends on the active participation of everyone. See the following rubric for details.
# Online Discussion Rubric

This course will rely heavily on asynchronous discussion. The discussion rubric below is meant to encourage positive and constructive interpersonal exchanges about our topics. Please use this rubric as a guide for participating in online discussions. I will use it at the end of the course to assess participation.

<table>
<thead>
<tr>
<th><strong>Fair performance</strong></th>
<th><strong>Good performance</strong></th>
<th><strong>Excellent performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A lurker, tends to read messages but contributes little of value each week.</td>
<td>Reads most messages. Posts about two constructive messages each week. Messages tend to be clustered with weekly intervals between clusters indicating infrequent access to discussions.</td>
<td>Reads all or almost all messages. Posts three or more constructive messages each week. Postings tend to be spread throughout the week indicating frequent access to discussions.</td>
</tr>
<tr>
<td>Messages tend to address peripheral issues or may ramble. Content is generally accurate, but with some omissions or errors. Tendency to recite fact rather than address issues.</td>
<td>Messages tend to provide good general answers but may not always directly address discussion topics. Messages may also have a tendency to ramble. Content is dominated by opinions rather than by analysis and creative thought. Assertions are not supported by evidence.</td>
<td>Messages are characterized by conciseness, clarity of argument, depth of insight into theoretical issues, originality of treatment, relevancy, and sometimes include unusual insights. Arguments are well supported.</td>
</tr>
<tr>
<td>Never includes questions that stimulate discussion. Rarely responds to questions raised by others.</td>
<td>Rarely includes questions that stimulate discussion. Sometimes responds to questions raised by others.</td>
<td>Sometimes includes good questions that stimulate discussion. Frequently responds to questions from others.</td>
</tr>
<tr>
<td>Shows little evidence of student collaborative learning. Most comments are directed student-to-instructor.</td>
<td>Collaborative learning is evidenced by comments directed primarily to-student rather than student-to-instructor. Evidence of support and encouragement is exchanged between students, as well as willingness to critically evaluate the work of others.</td>
<td></td>
</tr>
<tr>
<td>Messages reflect gentleness, generosity, caring, and compassion. Messages are never rude and never reflect hostility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messages tend to contain numerous errors in spelling and grammar.</td>
<td>Messages contain few if any errors in spelling or grammar (indicating proofreading).</td>
<td></td>
</tr>
</tbody>
</table>

This type of course is a relatively new and exciting form of providing a learning experience, so students are expected to be flexible and patient if things don't always go as planned. Computer and networking glitches (along with human error) may, at times, cause temporary problems.

COURSE ASSIGNMENTS:
All assignments, written and oral, must exhibit careful and thoughtful completion. This is particularly important in an online environment! Written assignments should be free from misspellings and typographical/grammatical errors and should be composed using a Microsoft Office Product. Because this is the universally accepted standard, the instructor and classmates may not be able to access assignments completed using another product, such as Corel WordPerfect! Students are expected to reference and cite ideas and quoted materials appropriately using APA guidelines.

Please review the SRU Academic Integrity Policy. This policy will be applied to all requirements in this course.

All assignments, written and oral, must be completed by the date and time that they are due. Late assignments will be accepted only in extraordinary circumstances. An unexcused late assignment will lose points for every day that it is past due.

Once a final assignment has been turned in, it may not be redone. However, a student may receive advance feedback by submitting a preliminary draft.

COURSE EVALUATION:
A student’s final grade will be based upon the points accumulated as a result of assignments, presentations, class participation, and activities. A percentage will be determined for each student based upon the number of points earned compared to the total possible points in the course. Percentages correlate to letter grades in the following manner.

100-90% A  89-80% B  79-70% C  69-60% D  59-0% F

Readings: Textbooks and other readings from children’s literature are foundational. Because they serve as source and reference for both teacher and student, it is essential that all readings be completed!

Exams: This class is qualitative rather than quantitative. As such, there will be no written exam. Instead, students will be responsible for a number of performance assessments.

Quizzes: I reserve the right to give both announced and unannounced quizzes.

Field Experience: There is no required field component for this course, but students are encouraged to complete volunteer hours in a variety of school and child care settings.

COURSE SPECIFICS:
Much of what students will be asked to do in this course requires creativity. The best teachers aren’t bound by a manual or lesson plan. They rely on creativity and collaboration to develop innovative and imaginative classroom techniques. Flexibility makes learning relevant, integrated, and fun! So dare to think outside of the box and “wing it!”

In the following list, online assignments are indicated by the prefix OL and face-to-face activities by the prefix f2f.

Please note that, for online assignments, the due date indicates the date by which each must be posted to the correct location on Blackboard.
OL Reading Autobiography (12 possible points) due January 19
Please see the specific assignment sheet for this writing. Remember that, along with writing your own autobiography and turning it in to the professor, you are also to post it to the forum on the Discussion Board. Each member of the class is to respond to AT LEAST 3 classmates’ postings.

OL Final Reflection (12 possible points) due May 4
Please see the specific assignment sheet for this writing.

f2f “Parent Presentation” (18 possible points) due February 2
Pretend that we (the class) are parents visiting your elementary classroom for your school’s Open House or Parents’ Night program. Plan a presentation to show us why children’s literature is important to the home-school connection. Briefly discuss the history of children’s literature, its importance to children’s growth and development, and ways in which parents can impact children’s reading abilities and attitudes towards books. Share three picture book choices and explain what makes them good examples. Be sure to decide what grade level you are (virtually) teaching before you plan your presentation or select your books. Five minute time limit please!

<table>
<thead>
<tr>
<th>Parent Presentation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 POINTS</td>
</tr>
<tr>
<td>Presentation contains information about three assigned areas: history, role in children’s development, and parent impact</td>
</tr>
<tr>
<td>Three books selected are appropriate for quality and level</td>
</tr>
<tr>
<td>Clearly able to explain each book choice</td>
</tr>
</tbody>
</table>

9 maximum points x 2 = 18

OL Response Journal: (30 possible points) due midterm/end of term
Good teachers collect ideas and constantly reflect and wonder “what if...?” So, after completing each portion of your assigned reading, you are to summarize the main points in a virtual literature response journal. You should include any personal references or thoughts you have about the reading or the genre/books discussed in it. Jot down any classroom applications or teaching methods that occur to you as you read. The journal is also a place where brainstorming, rough drafts, or questions can occur. Your literature response journal will also contain the bibliographical information from your book selection books (see below).

The best teachers are very reflective about what it is that they have done. What went well? How could an activity have been improved? How did other participants react? Was an activity worthwhile? How could a particular idea, project, or presentation be tied into another aspect of your classroom or teaching? It is expected that you will reflect on each activity or presentation (including genre projects, see below) that you do for this class. All reflections should be dated and included as part of your response journal.

The literature response journal will be evaluated once at midterm and again at the end of the course.

OL Book Selection: (16 possible points) due for each new genre
Each week that a new genre is introduced, you are to find two books that reflect that genre. One book is to be a picture book and the other a chapter book. Please write the bibliographical information for these two books in your literature response journal. Also
include a brief paragraph explaining why you feel that each title is representative of that particular genre! You may choose to use one of your two book selections for that genre’s project, and you may also include these selections in your Children’s Literature Portfolio.

**OL Children’s Literature Portfolio (162 possible points) due April 27**

Read, read, read! By the end of this course you are to develop a portfolio of at least sixteen children’s books, two from each genre listed below. One book for each genre may be a picture book, but the other must be an intermediate-level chapter book. Books should represent cultural diversity. You will create a page in your portfolio for each book that you select. (A sample page is provided in the Assignments section of Blackboard.) Each page must contain the following information. You may be as creative as you wish in its presentation.

- Complete bibliographic information in APA style including ISBN number
- Genre(s) to which the book belongs
- Approximate reading level of the book
- A brief synopsis of the book containing characters, setting, and plot
- Suggestions for classroom use. These could be ways to activate prior knowledge, vocabulary strategies, guided-reading or independent-reading activities, or a post-reading activity. NO WORKSHEETS! Please try to create activities to promote critical thinking and/or integrate the book within the larger curriculum.

**GENRES INCLUDE:** multicultural literature, nonfiction, poetry, historical fiction, realistic fiction, mystery, biography, science fiction/fantasy, traditional/folk literature

<table>
<thead>
<tr>
<th>Children’s Literature Portfolio Rubric (for each page)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 POINTS</strong></td>
</tr>
<tr>
<td>Contains complete bibliographical information; includes all of the following: ISBN, genre, and reading level</td>
</tr>
<tr>
<td>Detailed and sequential synopsis including setting, characters, and plot;</td>
</tr>
<tr>
<td>Classroom application demonstrates creativity and promotes critical thinking; activity promotes diversity and/or curricular integration</td>
</tr>
</tbody>
</table>

9 possible points/page x 18 pages = 162/portfolio
PICTURE BOOK  (27 possible points)  due March 16

YOU are the author! In your blank book, you are to write and illustrate your own picture book. Review your text chapters 1-4 to determine what qualities would make your book "good" children's literature and go from there! Your book may represent any genre you'd like, be written in whatever narration style you choose, and may be illustrated in any way you wish. Suggestions include: crayon, watercolor, collage, torn paper, etc. You may type your text, handwrite it, use calligraphy, or stamp it. Some student authors make interactive kinds of books like pop-ups or choose your own adventure. Don't forget an appealing front cover (with title, author, and illustration), back cover (with a very short synopsis of the story- don't give away the ending!), and a spine (title and author). Lastly, an "about the author" is required on the inside back cover or last page. It must contain your name, a short biography, and a brief overview of your reading preferences and habits. Because you are writing this book for children, grammar, spelling, and punctuation are all absolutely essential. You will share you book with your colleagues in a round-table reading during our last class.

<table>
<thead>
<tr>
<th>Picture Book Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 POINTS</strong></td>
</tr>
<tr>
<td>Book displays three engaging elements (front cover, back cover and spine); all required information</td>
</tr>
<tr>
<td>About the Author page contains all required elements (name, brief bio, reading preferences)</td>
</tr>
<tr>
<td>Genre clearly identifiable by means of text and pictures</td>
</tr>
<tr>
<td>Consistent narration style throughout book</td>
</tr>
<tr>
<td>Engaging plot; offers variety of reader response</td>
</tr>
<tr>
<td>Illustrations engaging; style correlates with all story elements (genre, narration style, plot, characters)</td>
</tr>
<tr>
<td>Grammar completely correct throughout</td>
</tr>
<tr>
<td>Punctuation completely correct throughout</td>
</tr>
<tr>
<td>Spelling/word use completely correct throughout</td>
</tr>
<tr>
<td><strong>2 POINTS</strong></td>
</tr>
<tr>
<td>Book displays two engaging elements (front cover, back cover and spine); minimal required information</td>
</tr>
<tr>
<td>About the Author page contains two required elements (name, brief bio, reading preferences)</td>
</tr>
<tr>
<td>Genre identifiable by either text and pictures</td>
</tr>
<tr>
<td>Inconsistent narration style throughout book</td>
</tr>
<tr>
<td>Sequenced plot; offers limited opportunities for reader response</td>
</tr>
<tr>
<td>Illustrations engaging; style correlates with some story elements (genre, narration style, plot, characters)</td>
</tr>
<tr>
<td>1 grammatical error</td>
</tr>
<tr>
<td>1 punctuation error</td>
</tr>
<tr>
<td>1 spelling/word use error</td>
</tr>
<tr>
<td><strong>1 POINT</strong></td>
</tr>
<tr>
<td>Book displays one engaging elements (front cover, back cover and spine); missing required information</td>
</tr>
<tr>
<td>About the Author page contains one required element (name, brief bio, reading preferences)</td>
</tr>
<tr>
<td>Genre not identifiable</td>
</tr>
<tr>
<td>Incoherent narration style throughout book</td>
</tr>
<tr>
<td>Confusing plot; little opportunity for reader response</td>
</tr>
<tr>
<td>Illustrations adequate; style correlates with few story elements (genre, narration style, plot, characters)</td>
</tr>
<tr>
<td>More than 1 grammatical error</td>
</tr>
<tr>
<td>More than 1 punctuation error</td>
</tr>
<tr>
<td>More than 1 spelling/word use error</td>
</tr>
</tbody>
</table>

**INDIVIDUAL GENRE PROJECTS:**

We will be studying nine genres of children’s literature. Below you will find explanations of the genre projects that go with each. You will do a different project for each genre. Some of them will be presented face-to-face to the class and some of them will be posted online. Good teachers brainstorm and share ideas freely! If a face-to-face project involves any kind of written component, remember that you are always expected to make enough copies so that each member of the class can have one for his/her professional files. But, since some of the face-to-face projects are strictly oral, you will need to take notes in your literature journals about others' presentations that do not have a handout. Online presentations will always be accessible for all students.

**POETRY**

OL PPP--Poetry Presentation and Paper (18 possible points)  due February 16

Choose a short (one minute or less) poem. It can be from your childhood, a poem that inspires you today, an excerpt from a larger poetic work, or even song lyrics! Memorize your selected poem. You will create a PowerPoint slide containing a text version of your
poem and a recording your recitation for posting on Blackboard. Attach a slide or document offering an essay that states and defends your position on this question: **Is it good teaching practice to require elementary students to memorize and recite poetry?** Cite any references used. Your essay should be about one page in length.

---

**Poetry Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poem completely memorized; good expression; easily heard</td>
<td>1-2 mistakes in recitation; some expression; faded in and out</td>
<td>3+ mistakes in recitation; little to no expression; not audible</td>
</tr>
<tr>
<td>Paper clearly stated opinion of topic; all details supported opinion; gave examples</td>
<td>Paper obliquely stated opinion of topic; most details supported opinion; examples not always relevant</td>
<td>Paper did not state opinion of topic; details did not reinforce topic; examples irrelevant</td>
</tr>
<tr>
<td>No spelling, typographical, or grammatical errors</td>
<td>1-2 spelling, typographical, or grammatical errors</td>
<td>3+ spelling, typographical, or grammatical errors</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

---

**MULTICULTURAL LITERATURE**

**OL Internet Project**

due February 23

Search the Internet for information related to multicultural children's literature. This may be a publisher's web site, literary magazine review, an UNICEF site, etc. Carefully review the site and evaluate it using the "Evaluating an Educational Website" guide posted on Blackboard. Create a one-page Word document in which you include a link to your selected web site. Describe the content of the site, your evaluation of it, and why such a site could be a valuable teaching tool to use with multicultural literature.

---

**Internet Project Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-prepared; no communication errors or fillers</td>
<td>Somewhat disorganized; 2-3 communication errors</td>
<td>Minimal preparation; 4+ communication errors</td>
</tr>
<tr>
<td>Handout does exceptional job of describing website; addresses all areas of evaluation guidelines</td>
<td>Handout does average job of describing website; does not address 1-2 areas of evaluation guidelines</td>
<td>Handout does not adequately describe website; does not address 3+ areas of evaluation guidelines</td>
</tr>
<tr>
<td>No spelling, typographical, or grammatical errors</td>
<td>1-2 spelling, typographical, or grammatical errors</td>
<td>3+ spelling, typographical, or grammatical errors</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

---

**TRADITIONAL/FOLK LITERATURE**

**12f Storytelling: (18 possible points)**

due March 2

You will select a picture book, a story from an anthology, or a chapter from a longer novel. Re-read it several times through to familiarize yourself with the characters, plot, and dialog. Once you are confident that you know the story, practice it well to recapture the oral tradition of storytelling. When you tell the story to the class, you will NOT have the book in your hand...you will be storytelling. Your story should run no longer than five minutes. Of course, there is no written component to this activity.

---

**Storytelling Rubric**

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knew all aspects of story</td>
<td>Difficulty recalling parts of story</td>
<td>Inaccurate recall of story</td>
</tr>
<tr>
<td>Used good dialog</td>
<td>Little to no dialog</td>
<td>No dialog</td>
</tr>
<tr>
<td>Conveyed plot expressively</td>
<td>Difficulty maintaining expression</td>
<td>Did not capture essence of storytelling</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

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REALISTIC FICTION

OL Controversial Children's Book (18 possible points) due March 16

You will visit the American Library Association's site for "Banned Books." Study the list of books and the reasons why each has been added. (You will discover that most "controversial books are either fantasy or realistic fiction.) Do a web search to discover other sites devoted to controversial literature and review titles listed there. You may also want to interview a librarian to obtain another perspective on "controversial" books. Finally, select a "controversial" realistic fiction children's book and read it carefully. Write a critique of the book—why could it be considered to be controversial? What would be some benefits or problems with using it in the classroom? How might you use it? Critique should also include a bibliography, a picture of the cover, and synopsis of your selected book.

<table>
<thead>
<tr>
<th>Controversial Realistic Fiction Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 POINTS</strong></td>
</tr>
<tr>
<td>Thorough bibliography/ synopsis</td>
</tr>
<tr>
<td>Clear explanation of controversial</td>
</tr>
<tr>
<td>nature; contained 2-3 specific</td>
</tr>
<tr>
<td>examples; discussed historical</td>
</tr>
<tr>
<td>context</td>
</tr>
<tr>
<td>Discussed both benefits and problems</td>
</tr>
<tr>
<td>of classroom use; justified selection's</td>
</tr>
<tr>
<td>inclusion or exclusion</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

HISTORICAL FICTION

OL Virtual Book Bag: (18 possible points) due March 30

You will create a virtual book bag collection. This is an online compilation (Word, PowerPoint or whatever) of three books centered around a theme and a level of student. First design a cover page for your collection. It should be created as a combination of words and pictures and should reflect its theme and the age of the children for which it is designed. The next page should contain an explanation of the historical "theme" of your collection, the target age/grade of the students, and what curricular areas it might include. The following pages should contain bibliographies for and synopsis of three coordinating historical fiction selections (at least one must be a chapter book) and an extension activity (focused on the theme) that children could do at home with their families. The entire collection will be posted on Blackboard for review and discussion.

<table>
<thead>
<tr>
<th>Book Bag/Box Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 POINTS</strong></td>
</tr>
<tr>
<td>Cover design is</td>
</tr>
<tr>
<td>creative; theme</td>
</tr>
<tr>
<td>easily discernable</td>
</tr>
<tr>
<td>All books appropriate</td>
</tr>
<tr>
<td>theme and children's</td>
</tr>
<tr>
<td>reading level</td>
</tr>
<tr>
<td>Activity appropriate</td>
</tr>
<tr>
<td>theme and children's</td>
</tr>
<tr>
<td>level</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18
FANTASY/SCIENCE FICTION
OL Virtual Book Talk: (18 possible points) due April 6
A book talk is a presentation that convinces the audience to read a good book. It tells about the book without revealing the conclusion. A good book talk involves a flair for the dramatic, so, in this virtual book talk, you will be writing a script for the dramatic book talk that you might give for your chosen fantasy/science fiction book. Your book talk script should contain a VERY brief synopsis and be written in such a way as to make someone want to read the book to find out what happens. It should also contain a short excerpt or quotes taken directly from the book. Think tantalizing hints...cliffhangers...mysterious clues... Include an image of the book cover and/or an illustration in your script.

Virtual Book Talk Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book cover design creative and engaging</td>
<td>Book cover design either creative or engaging</td>
<td>Book cover neither creative nor engaging</td>
</tr>
<tr>
<td>Fly leaf contains thorough synopsis and tantalizing details; 0 written errors</td>
<td>Fly leaf contains through synopsis but lacks tantalizing quality; 1-2 written errors</td>
<td>Incomplete synopsis; no tantalizing qualities 3-4 errors;</td>
</tr>
<tr>
<td>Encourages reading of book; strong sense of drama</td>
<td>Does not encourage reading of book; little drama</td>
<td>Does not meet requirements for minimum standards</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

NON-FICTION
OL Curriculum Tie-In/ Graphic Organizer (18 possible points) due April 13
Select a non-fiction picture book or novel. Read it carefully to see how this book might be integrated within a subject area other than language arts. Create a graphic organizer for use by children either as a pre or post-reading activity to link the concepts presented in the book to another subject area. Suggested graphic organizers include a KWL chart, a web, or a Venn Diagram. (See me if you need help or suggestions.) You will present your graphic organizer on Blackboard for your classmates to use and discuss.

Graphic Organizer Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum tie-in clearly articulated and defined</td>
<td>Curriculum tie-in either articulated or defined</td>
<td>Curriculum tie-in neither articulated nor defined</td>
</tr>
<tr>
<td>Graphic organizer well-organized and visually appealing; examples clear and defined</td>
<td>Graphic organizer needs to be modified for clarity; examples somewhat confusing</td>
<td>Graphic organizer unclear; examples confusing</td>
</tr>
<tr>
<td>No spelling, grammatical, or typographical errors</td>
<td>1-2 spelling, grammatical, or typographical errors</td>
<td>3+ spelling, grammatical, or typographical errors</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

BIOGRAPHY
f2f Story Dramatization due April 20
This may be done as an individual activity or, if you can coordinate it, as a partner/small group project. You will select a picture book biography or chapter from a larger work. Read it several times and create a dramatization of it. This could be a puppet show, small play, monologue, readers’ theater, movie, etc. that dramatizes it. You must have at least one prop and/or a costume. Five minute time limit, please. No written parts for this.

Story Dramatization Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective choice of props</td>
<td>Difficulty using props effectively</td>
<td>Ineffective use of props</td>
</tr>
<tr>
<td>Used good dialog/drama format</td>
<td>Difficulty with dialog or drama format</td>
<td>Lack of dialog or drama</td>
</tr>
<tr>
<td>Effective dramatization style</td>
<td>Difficulty maintaining expression</td>
<td>Lack of expression</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18
MYSTERY

"Plot Puzzle" Literature Guide: (18 possible points) group, in class, April 20

This project will offer you the opportunity to review the basic parts of a story or novel and introduce you to an excellent means to teach the concept of plot to children. It will be done as a collaborative project in class.

<table>
<thead>
<tr>
<th>Plot Puzzle Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 POINTS</strong></td>
</tr>
<tr>
<td>Accurately identified and presented rising action in sequential order</td>
</tr>
<tr>
<td>Stated and justified climax/denouement</td>
</tr>
<tr>
<td>Puzzle contained all other required elements: bibliography, conflict, characters, setting</td>
</tr>
</tbody>
</table>

9 possible points x 2 = 18

"I find television very educating. Every time somebody turns on the set, I go into the other room and read a book."

-Groucho Marx (1890 - 1977)
EXTRA CREDIT ASSIGNMENT

due on or before May 4

OL Author/Illustrator PowerPoint (18 points)

Select a children’s author or illustrator who has published two or more books. These may be either picture or chapter books or a combination of both. Research the author, his/her life, his/her training, his/her works, any awards or recognition that he/she has received, and any themes or genres that run throughout his/her works. Carefully read at least two of his/her books. Why do you feel that this author writes quality children’s literature? How might you create an author study about this person for your elementary students? Prepare a PowerPoint presentation containing the information that you found. Your PowerPoint should be at least ten slides in length. Here is a suggested format but feel free to improvise. A sample PowerPoint about the author Sid Fleischman is available for you to view on Blackboard.

Slides 1-2 Introduce the topic and author/illustrator
Slides 3 Deliver key points to be explained
Slides 4-9 Contain content material about the author/illustrator. Use images for visual learners and text to support images and ideas
Slide 10 Contains a bibliography and selected synopses of the author/illustrator’s work

Also, look carefully at the rubric below to see how your PowerPoint will be evaluated. I would prefer that you post the finished project to Blackboard. But you could zip it and email it to me or save it to a floppy disk or CD to hand in for my review.

Author/Illustrator PowerPoint Rubric

<table>
<thead>
<tr>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contained 10 slides</td>
<td>Contained 9 slides</td>
<td>Contained fewer than 9 slides</td>
</tr>
<tr>
<td>Slides legible; graphics and background enhanced content</td>
<td>Some slides unclear; some graphics or backgrounds inappropriate to content</td>
<td>Slides illegible; most graphics or backgrounds inappropriate to content</td>
</tr>
<tr>
<td>Slides presented concise biographical details of author/illustrator</td>
<td>Slides missing biographical details of author/illustrator; some details unclear or imprecise</td>
<td>Author/illustrator biographical details incomplete, unclear, and imprecise</td>
</tr>
<tr>
<td>Accurately identified and clearly explained themes/genres</td>
<td>Identified themes/genres but did not explain clearly</td>
<td>Superficially mentioned themes/genres; poorly explained</td>
</tr>
<tr>
<td>Included two book examples</td>
<td>Included one book example</td>
<td>No book examples</td>
</tr>
<tr>
<td>Clearly articulated classroom connections or activity</td>
<td>Classroom connection not clearly defined; no activity mentioned</td>
<td>Lacked classroom connection and suggested activity</td>
</tr>
</tbody>
</table>

18 possible points

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

-Albert Einstein
Children's Literature Online  
**COURSE CALENDAR**

Although every attempt will be made to follow this proposed calendar, it will be subject to modifications or additions. **Note: weeks begin on Wednesday, our scheduled class night.**

<table>
<thead>
<tr>
<th>week</th>
<th>topic(s)</th>
<th>Readings and assignments</th>
</tr>
</thead>
</table>
| #1 January 12  
(face-to-face meeting) | • Course overview  
• Explanations/questions/answers  
• Get acquainted  
• Introductory survey (ASRA) | • read syllabus  
• text chapter 1  
• write in *Response Journal*  
• write *Reading Autobiography* (post by January 19th) |
| #2 January 19  
*Reading Autobiographies must be posted by this date* | • Child Development, Educational Theory and Models  
• ”Leveling” Books  
• Trends/History of Children’s Lit. | • respond to at least 3 of classmates' reading autobiographies  
• read text chapter 2  
• *Response Journal* |
| #3 January 26 | • Words and story in children’s literature  
• Picture books for young and older students  
• How to evaluate and select “good” children’s literature  
• *Parent Presentation* due in f2f class next week  
| | • text chapter 3  
• *Response Journal*  
• begin to read for and work on *Literature Portfolio* |
| #4 February 2  
(face-to-face meeting)  
*Parent Presentations due* | • *Parent Presentations* (FACE-TO-FACE PROJECT)  
• Activities to respond to literature  
• The “affective” in literature | • text chapter 4  
• *Response Journal*  
• *Literature Portfolio*  
• *Picture Book* |
| #5 February 9 | • Poetry and poetic language | • text chapter 5  
• *Response Journal* and poetry book selections  
• *PPP Project*  
• *Literature Portfolio*  
• *Picture Book* |
| #6 February 16  
*PPP must be posted by this date* | • Author’s point of view and stereotypes in literature  
• Multicultural literature | • text chapters 6 and 7  
• *Response Journal* and multicultural book selections  
• *Multicultural Internet Project*  
• *Literature Portfolio*  
• *Picture Book* |
| #7 February 23  
*Multicultural Internet Project must be posted by this date* | • Traditional/Folk Literature  
• Literature Circles- comparing traditional tales | • text chapter 8  
• *Response Journal* and traditional book selections  
• *Storytelling Project*  
• *Literature Portfolio*  
• *Picture Book* |
| #8 March 2  
(face-to-face meeting)  
*Storytelling Presentations due*  
*Response Journal* due for midterm grading | • *Storytelling Project* (FACE-TO-FACE PROJECT)  
• Realistic Fiction | • text chapter 9, first half  
• *Response Journal* and realistic fiction book selections  
• *Controversial Children’s Book Project*  
• *Literature Portfolio*  
• *Picture Book* |
| March 9  
*MID-TERM RECESS*  
work on your *Picture Book!* | | |
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Assignment</th>
<th>Text Chapters/Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9</td>
<td>March 16</td>
<td>Controversial Book Project must be posted by this date</td>
<td>• Historical Fiction</td>
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<td>Picture Book due</td>
<td>• PICTURE BOOK due</td>
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<td></td>
<td>• text chapter 9, second half</td>
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<td></td>
<td>• Response Journal and historical fiction book selections</td>
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<td>• Virtual Book Bag Project</td>
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<td></td>
<td>• Literature Portfolio</td>
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<tr>
<td>#10</td>
<td>March 30</td>
<td>Virtual Book Bag must be posted by this date</td>
<td>• Fantasy/Science Fiction</td>
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<td></td>
<td></td>
<td></td>
<td>• text chapter 10</td>
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<td></td>
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<td></td>
<td>• Response Journal and fantasy/science fiction book selections</td>
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<td>• Virtual Book Talk Project</td>
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<td>• Literature Portfolio</td>
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<tr>
<td>#11</td>
<td>April 6</td>
<td>Virtual Book Talk must be posted by this date</td>
<td>• Nonfiction and Informational books</td>
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<td></td>
<td>• text chapter 11</td>
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<td></td>
<td>• Response Journal and informational book selections</td>
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<td></td>
<td>• Curriculum Tie-In Project</td>
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<td></td>
<td>• Literature Portfolio</td>
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<tr>
<td>#12</td>
<td>April 13</td>
<td>Curriculum Tie-In must be posted by this date</td>
<td>• Biography/Autobiography</td>
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<td></td>
<td>• text chapter 12</td>
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<td></td>
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<td></td>
<td>• Response Journal and biography/autobiography book selections</td>
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<td></td>
<td>• Dramatization Project</td>
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<td></td>
<td>• Literature Portfolio</td>
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<tr>
<td>#13</td>
<td>April 20</td>
<td>Dramatization due</td>
<td>• Dramatization Presentations (FACE-TO-FACE PROJECT)</td>
</tr>
<tr>
<td></td>
<td>(face-to-face meeting)</td>
<td></td>
<td>• Mystery</td>
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<td></td>
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<td></td>
<td>• there is no text chapter on mysteries.- review mention in chapter 8</td>
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<td></td>
<td>• Response Journal and mystery book selections</td>
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<td></td>
<td>• Plot Puzzle Project</td>
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<td></td>
<td>• work on Final Project (optional extra credit)</td>
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<td></td>
<td>• Literature Portfolio</td>
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<tr>
<td>#14</td>
<td>April 27</td>
<td></td>
<td>• Response Journal due</td>
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<td>• Literature Portfolio due</td>
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<td></td>
<td>• work on Final Project (optional extra credit)</td>
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<td>• practice reading Picture Book to share with class</td>
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<td></td>
<td>• write Final Reflection</td>
</tr>
<tr>
<td>#15</td>
<td>May 4</td>
<td>Final Reflection due</td>
<td>• complete final survey</td>
</tr>
<tr>
<td></td>
<td>(exam week)</td>
<td></td>
<td>• Final Project due (optional)</td>
</tr>
<tr>
<td></td>
<td>(face-to-face meeting)</td>
<td></td>
<td>• oral reading/sharing of Personal Picture Books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Have a wonderful break and keep on reading, reading, and reading! Did I mention that I hope you’ll keep reading?!?!</td>
</tr>
</tbody>
</table>

"Resolve to edge in a little reading every day, if it is but a single sentence. If you gain fifteen minutes a day, it will make itself felt at the end of the year."

-Horace Mann (1796 - 1859)