EDHD 425 0101: Language Development and Reading Acquisition
Fall 2019, Tuesdays, 1-3:45pm, Benjamin 1107

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Textbooks: **Required:**
1) Berko Gleason, J. & Ratner, N. (2016 or 2012). The development of language (9th edition or 8th edition). Needam Heights: Allyn & Bacon.

2) Snow, C.E., Burns, M.S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press. This book can be read online free: http://books.nap.edu/catalog.php?record_id=6023

Supplementary Readings:
1) Burns, M.S., Griffin, P., & Snow, C.E. (1999). Starting out right. Washington, DC: National Academy Press. This book can be read online free: http://www.nap.edu/openbook.php?record_id=6014

2) Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. National Reading Panel. Read online https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

3) Hudson, R. F., Lane, H.B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? The Reading Teacher, 58 (8), 702-714. Posted on course ELMS.

4) Oldfather, P. & Wigfield, A. (1996). Children's motivations for literacy learning. In L. Baker, P. Afflerbach, & D. Reinking (Eds/), Developing engaged readers in school and home communities. Hillside, NJ: Erlbaum. Posted on course ELMS.

Description and Objectives:
This course is designed to introduce students to young children's language and reading development and the relationship between the two. Students will learn:
- Concepts and principles central to language development
- Language achievements at different ages
- Concepts and principles central to emergent literacy
- Models of reading acquisition;
- Individual differences and instructional approaches that impact language and reading achievements

Through this course, students will have an opportunity to learn fundamental knowledge about language and reading acquisition, to apply their knowledge to classroom and prepare for their professional skills.

Course Format:

This course will be taught in combination of lectures, in-class or on-line group discussion/activities.

Requirements and Evaluation:

1. Complete required readings every class and participate in class (10 points)

Students are required to complete readings every week and participate in class. I will provide a sign-in sheet every class for your signature of attendance. Any student who needs to leave the class earlier than the end time should seek my permission.

2. Create 4 concept maps on Language Development topics and submit each in hard copy in the following class (10 points each, total 40 points, see the outline for due dates)

Concept maps are an excellent method to help you clarify and organize your own understanding and thoughts of how course materials are connected to each other. The purpose of this assignment is to help you review the materials for selected classes. You are asked to select **15** key concepts from each of the selected topics (not including the topic concept). Create a map or web using **Word or other programs** to demonstrate how you consider these concepts to be related to each other. Together with your concept map, you need to submit a key that provides **a definition of each concept** using your own words and **an example** that has not been used in class or textbook. Remember to keep your definitions and examples concise (2-5 sentences maximum, typed). Each concept map is due in the class of the following week after the selected topic in **hard copy**. Four maps in total are required, due dates please see the outline at the end of this syllabus.

- Any incorrect definition or example will be deducted for 0.5 point.
- A concept map without examples will only receive five points.
- Five points will be deducted for any hand-written map or definition sheet.
- Two points will be deducted for any late submission within one week past the due date, after one week, no points will be given.

3. Search online for 4 video clips on Reading Acquisition topics (20 points, 5 points each, see outline for due dates) (TASC5; TASC10)

Each student is required to search internet for video clips on selected topics about reading development. Four clips in total are required; for due dates please see the outline at the end of this syllabus. The link of the selected video clip along with a brief explanation (180-200 words) should be submitted to the course ELMS/Canvas under the 'Discussions section' the night by 12am before the next class. Please include your name in the submission.

Each of you will be responsible for presenting **one** of the four clips to the whole class. The presentation along with the video should not exceed 5 minutes (Video: 2 mins. / Explanation: 3 mins.). Please show only the relevant part of the video or trim the video. The specific date of each student's presentation will be decided in class.

You will be graded on the following areas:
- The clarity of the explanation (3 points).
- The relatedness of the video clip and explanation to the content of the class materials (2 points).
- Two points will be deducted for any explanation shorter than the minimum number of words.

- Two points will be deducted for any late submission within one week past the due date, after one week, no points will be given.

Students are encouraged to continue to work on the concept maps along the video clips to earn 2 extra credit points for each concept map on Reading Acquisition topics.

4. Visit Center for Young Children (CYC) on campus and write a report (30 points, MSGE) (TASC 3)

The week of Sept 17ᵗʰ has been scheduled for the CYC visit week (Building 381 on Valley Drive). You will call the number 301-405-3168 to sign up a time slot for your visit. The observation time will be available between 9am to 11:00am. Your visit will take about a half hour. Please follow any instructions provided by the center staff during your visit. After the visit, you are required to submit a short report in the following week on what you have observed in the center. It is important that you integrate our class lectures and discussion into your report. The report will be **3 pages** in **hard copy** (typed, double-spaced, 1-inch margin on each side, 12-font size, no extra space between paragraphs). Please use a cover page or write at the right or left upper corner on the first page your name, course number and instructor's name. Due date please see the outline.

You need to fill out **an observation form** in advance and bring it with you when visiting. The form will be posted on the ELMS.

The guideline will be posted on the ELMS and the paper will be graded based on the clarity of the writing and the connection between the class materials and your observation. Ample examples are required to support your discussion of the language activities observed.

- Overall clarity: 10 points
- Connection between class content and observation: 10points
- Related examples: 10 pints
- Five points will be deducted for any late submission within one week past the due date, after one week, no points will be given.

5. Two tests (200 points, MSGE)

There are two closed-book Tests for this class. **Test 1** will be devoted to the materials on Language Development and **Test 2** will be to Reading Acquisition. Both the Test 1 and the Test 2 will consist of multiple-choice items and short answer questions (100 points each). We will review for each test and I will hand out a list of review questions to help you prepare for the test.

6. Case study on reading acquisition (100 points, MSGE) (EC6; TASC2; TACS4)

Students will conduct a case study on one of the topics covered in the Reading Acquisition part after Test 1. The aim of this study is to help you develop your professional skills to better understand a child and apply the concepts and principles we have learned in class to a real child's life. In order to successfully design and complete the study, intellectual efforts are required. The following three steps are what you need to do:

1) Select a child that you would like to better understand, and choose one reading aspect on which you would like to discuss him or her. The child can be a student of yours, a friend, a child in the neighborhood, a niece/nephew, etc.

2) Collect data on the reading aspect of the child you are going to study. Methods for collecting data can be observation, interview, experiment, or survey.

3) The case study should consist of as much relevant details about this child as possible. This may include age, grade, family make-up, and socio-economic status, etc. The emphasis should be the discussion on one aspect of his or her reading development.

There will be three components to this project. You should complete the following three components:

1) **Project proposal** (20points): Students will be required to submit a short proposal in **hard copy** for the case study first. The proposal should outline the child you are going to study, and how you plan to go about studying the child. I will hand out a proposal guideline. The goal of the proposal is to help you plan for the study, think through the ideas and ways for you to study the child.

a. **3 pages**, typed, double-spaced, 1-inch margin on each side, 12-font size, no extra space between paragraphs.
Please use a cover page or write at the right or left upper corner on the first page your name, course number and instructor's name.
b. Please see the schedule table for the due date.
c. Note that although some topics will not be covered by the proposal submission date, you are welcome to select one of these topics for your project.
d. Three points will be deducted for any late submission within one week past the due date, after one week, no points will be given .

2) **Power point presentation** (40 points): Students will be required to present the work they have done on the case study so that all students can share their experiences with each other and learn from each other. Details for the format of this presentation and final report will be outlined after the Test 1.

3) **Final report** (40 points): Students will be required to submit a final written report of their study in hard copy. The report should be **6-8** pages (not including references or appendices), typed, double-spaced. 1-inch margin on each side, 12-font size, no extra space between paragraphs. Please use a cover page or write at the right or left upper corner on the first page your name, course number and instructor's name.

Total points earned:

(97%) 388 – 400 --- A+	(87%) 348 – 359 --- B+	(77%) 308 – 319 --- C+
(93%) 372 – 387 --- A	(83%) 332 – 347 --- B	(73%) 292 – 307 --- C
(90%) 360 – 371 --- A-	(80%) 320 – 331 --- B-	(70%) 280 – 291 --- C-

University Policies and Resources

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: http://ugst.umd.edu/courserelatedpolicies.html. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

Tentative Outline of Topics*

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Date	Topic(s)	Chapter(s)
Aug 27	I. Course Overview & Introduction	BG Ch 1
	II. Aspects of spoken language development	
Sept 03	a. Phonological development	BG Ch 3
Sept 10	b. Semantic/Vocabulary development	BG Ch 4
	(Concept map 1-phonology due 10th in class)	
Sept 17	c. Morphology and syntax	BG Ch 5
	(Concept map 2-semantics due 17th)	
	Center for Young Children (CYC) visit week: 9am-11am	
Sept 24	d. Pragmatic development	BG Ch 6
	e. CYC observation report reparation	
	(Concept map 3-morph-syntactic due 24th)	
Oct 01	e. Language theories	BG Ch 1 & 7
	f. Biology of language	
	g. Review	
	(Concept map 4-pragmatics due 1st)	
	CYC visit report due 1st	
Oct 08	**Test 1**	
	III: The processes of learning to read	
Oct 15	a. Phonological awareness	Snow Part I, Burns Ch 3
	b. Phonics	Ambruster Ch 2&3
	c. The role of phonological awareness in learning to read	
Oct 22	a. Stages of reading acquisition	Snow Part I, Burns Ch 4
	b. Spelling	Ambruster Ch 4
	(Video clip 1-Phono awareness/Phonics due 21st night 12am)	
Oct 29	a. Skilled reading/Comprehension	Hudson et al.
	b. Fluency	
	(Video clip 2-Stages, spelling due 28th night 12am)	
	Case study proposal due 29th in class	

IV: Individual differences in language and reading
    acquisition

Nov 05	a. Literacy motivation	Oldfather & Wigfield
	b. Bilingual, biliteracy and ESL students	BG 10, 11

(Video clip 3-fluency/comprehension due 4th night 12am)

Nov 12	a. Language disorders	BG 9
	b. Defining and assessing reading difficulties	Snow Part II
	/struggling readers	

(Video clip 4-motivation/bilingualism due 11th night 12am)

Case study power point presentations

V: Instructional approaches and reading achievement

Nov 19	a. Preventing reading difficulties/Struggling readers I	Snow Part II
	b. Preventing reading difficulties/Struggling readers II	Burns Ch 5
	(Whole language vs. Phonics program)	Ambruster Ch 5&6

Case study power point presentations

Nov 26   Work on Test 2 Review Questions (submit answers/responses to ELMS on 26th by 4pm). Happy Thanksgiving!

Dec 03   **Test 2**

TBD**   **Final report of case study due to my mailbox**

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* This schedule is flexible depending on students' interest and other timing factors.

** I will let you know as soon as I have this information.