EDHD 840: Language and Literacy Development
Spring 2018 4:15 – 7pm Thursdays   Room 3233 Benjamin Building

Instructor: Dr. Min Wang, Office: 3304P, Phone: 301-405-8798, E-mail: minwang@umd.edu

Course description and objectives

Language and literacy acquisition is one of the most important components of our educational system. This course is designed to introduce you to the theoretical and empirical research on cognitive and linguistic processes involved in language and literacy development. Focus is on how language contributes to learning to read from preschool through middle childhood. Reading materials will be a combination of empirical research articles and review papers. Students are expected to develop knowledge about the key literature in the selected topics (see the Outline of Topics section). Students are encouraged to use the assignments to explore their own research projects, and Dr. Wang will work closely with the students on the final papers to ensure a strong final product.

Course format

This course will be taught in a seminar/discussion format. For each week, you will be expected to read two target readings on a specific topic of language and literacy. All of you will be asked to bring into class one thought question concerning the readings. The thought questions have to be related to the key components in the particular reading, for example, the research questions, theoretical framework, experiment/test materials and procedures, statistical analyses or interpretations of the findings. The length of your question should be between 200-350 words. Your questions are essential to facilitate the class discussions led by Dr. Wang and discussion leaders.

Requirements and evaluation

1) Class participation and thought questions (20%): You are required to submit one thought question about the target readings for that class. Please email your thought questions to both the discussant leader and me at least 24 hours before class (by 4pm on Wednesdays but the earlier the better) so that the discussion leader can have time to integrate your questions/comments into the discussion.

You can address concerns/questions you may have about the major points in the readings, how the materials relate to other materials that you know, criticism of the readings, or you can discuss future directions for research. A general question such as "What will be the teaching/educational implications….?" is not encouraged.

2) Leading discussion (20%): In the first lass, we will discuss and assign you the topics from the course outline. You will then be responsible for developing an in-depth knowledge of the topics. You will be asked to work together with me in leading the discussion on the topics for the class. For each discussion, you may first spend about 10-15 minutes to summarize the major points of the readings to refresh and warm-up everyone about the key issues before starting the discussion. Short handouts (2-3 pages) will be a good way to help the whole class participate in the discussion. Power point presentation is encouraged.

3) Class presentation (30%): Your presentation will be a *literature review* of a specific topic of your interest that you have been working on throughout the course. This should include defining key concepts, highlighting research-based principles, reviewing the research evidence for

these principles and pointing out limitations and future research directions. The entire presentation will be about 30 minutes.

Each student will meet with Dr. Wang individually in advance to consult her about the selection of the topic and the key literature to be reviewed. Each student will present their ideas for the review on April 5th.

4) Final research paper (30%): You are required to submit a short final paper which is based on your literature review. You are required to review critical issues on the specific topic. The length should be about 12 pages (typed, double-spaced, 12-font size). Please consult the APA (American Psychological Association) Publication Manual for writing format.

Option and encouraged: Research proposal. You can further develop your research ideas on the specific topic you are interested in. The proposal should include introduction of the research questions and relevant literature review; description of method and discussion of potential outcomes.

Major journals that publish research on language and literacy development

Applied Psycholinguistics
Behavioral and Brain Sciences
Brain and Language
Child Development
Cognition
Developmental Psychology
Developmental Science
Journal of Child Language
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Memory and Language
Journal of Speech, Language, and Hearing Research
Language learning
Language, Cognition and Neuroscience
Memory and Cognition
Psychological Review
Psychological Science
Reading and writing: An interdisciplinary journal
Reading Research Quarterly
Scientific Studies of Reading

Literature on language and literacy can be searched through PsychINFO on UMD library website. Most of the journals are currently on-line via E-journals on the same website.

Outline of Topics

January 25:	**Course organization/Introduction**

February 1:   **Phonological Awareness and Reading**

Melby-Lervag, M., Lyster, S.A., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin*, *138(2)*, 322-352.

Shu, H., Peng, H., & McBride-Chang, C. (2008). Phonological awareness in young Chinese children. *Developmental Science, 11,* 171–181.

Additional:

Castles, A., & Coltheart, M. (2004). Is there a causal link from phonological awareness to succeed in learning to read? *Cognition, 91*, 77-111.

February 8   **Morphological Awareness and Reading**

Carlisle, J. & Kearns, D. M. (2017). Learning to read morphologically complex words. In K. Cain, D. Compton, & R.K. Parrila (Eds.), *Theories of Reading Development*. John Benjamin Publishing Company.

Deacon, S.H., Tong, X., & Francis, K. (2017). The relationship of morphological analysis and morphological decoding to reading comprehension. *Journal of Research in Reading, 1*, 1-16.

Additional:

Spencer, M., Quinn, J.M., & Wagner, R.K. (2017). Vocabulary, morphology, and reading comprehension. In *Theories of Reading Development*.

February 15   **Reading Development I**

Ehri, L. (2015). How children learn to read words. In A. Pollatsek & R. Treiman (Eds.), *The Oxford Handbook of Reading*. Oxford University Press.

Goswami, U. (1986). Children's use of analogy in learning to read: A developmental study. *Journal of Experimental Child Psychology, 42*, 73-83.

Additional:

McBride, C. (2017). Early literacy across languages. In *Theories of Reading Development.*

Feb 22   **Reading Development II**

Ziegler, J. C., & Goswami, U. (2005). Reading acquisition, developmental dyslexia and skilled reading across languages: A psycholinguistic grain size theory. *Psychological Bulletin*, *131*(1), 3-29.

Caravolas, M. (2006). Refining the psycholinguistic grain size theory: Effects of phonotactics and word formation on the availability of phonemes to preliterate children. *Developmental Science, 9,* 445-447.

Additional:

McBride-Chang, C., Cho, J. R., Liu, H., Wagner, R.K., Shu, H., Zhou, A., Cheuk, C.S., &, Muse, A. (2005). Changing models across cultures: Associations of phonological and morphological awareness to reading in Beijing, Hong Kong, Korea, and America. *Journal of Experimental Child Psychology, 92,* 140-160.

March 1   **Orthographic/Spelling Development I**

Deacon, H., & Sparks, E. (2015). Children's spelling developing. In *Theories of Reading Development*.

Treiman, R. & Kessler, B. (2006). Spelling as statistical learning: Using consonantal context to spell words. *Journal of Educational Psychology*, 98, 642-652.

Additional:

Brett Kessler, B. & Treiman, R. (2015). Writing systems: Their properties and implications for reading. In *The Oxford Handbook of Reading.*

March 8   **Orthographic Spelling Development II**

Nation, K. & Castles, A. (2017). Put the learning into orthographic learning. In *Theories of Reading Development*.

Nation, K. Angell, P., Castles, A. (2007). Orthographic learning via self-teaching in children learning to read English: Effects of exposure, durability, and context. *Journal of Experimental Child Psychology, 96*, 71-84.

Additional:

Share, D. (1999). Phonological recoding and orthographic learning: A direct test of self-teaching hypothesis. *Journal of Experimental Child Psychology, 87*, 267-298.

March 15   **Reading Comprehension**

Cain, K. & Barnes, M. (2017). Reading comprehension: What develops and when? In *Theories of Reading Development*.

Kim, Y.S. (2015). Language and cognitive predictors of text comprehension: Evidence from multivariate analysis. *Child Development*, 86, 128-144.

Additional:

Oakhill, J. V., Berenhaus, M., & Cain, K. (2015). Children's reading comprehension and comprehension difficulties. In *The Oxford Handbook of Reading*.

March 22   **Spring Break**

March 29   **Learning to Read in a Second Language**

Verhoeven, L. (2017). Learning to read in a second language. In *Theories of Reading Development*.

Wang, M., Koda, K., & Perfett, C.A. (2003). Alphabetic and nonalphabetic L1 effects in English word identification: A comparison of Korean and Chinese English L2 learners. *Cognition, 87,* 129-149.

Additional:
Jared D. (2015). Literacy and literacy development in Bilinguals. In *The Oxford Handbook of Reading*.

April 5   **Reading Difficulties**

Parrila, R. & Protopapas, A. (2017). Dyslexia and word reading problems. In *Theories of Reading Development*.

Carroll, J. M., Mundy, I.R., & Cunningham, A.J. (2014). The role of family history of dyslexia, language, speech production and phonological processing in predicting literacy progress. *Developmental Science*, 17, 727-742.

Additional:

Catts, H. (2017). Early identification of reading difficulties. In *Theories of Reading Development*.

April 12   **AERA Conference in NY**

April 19   **Discussion of Literature Review Topics and Ideas**

April 26   **Reading Instruction**

Connor C.M. & Otaiba, S. A. (2015). Primary grade reading instruction in the United States. In *The Oxford Handbook of Reading*.

Connor, C.M., Morrison, F. J., Fishman, B., Crowe, E. C., Al Otaiba, S., & Schatschneider, C. (2013). A longitudinal cluster-randomized controlled study on the accumulating effects of individualized literacy instruction on students' reading from first through third grade. *Psychological Science, 24*, 1408-1419.

Additional:

Senechal, M. (2015). Young children's home literacy experiences. In *The Oxford Handbook of Reading*.

May 3   **Meet with Dr. Wang for Preparation of Presentations**

May 10   **Final Presentations**

TBA   **Final Paper due to Dr. Wang's mailbox**