

EDHD 425 0101: Language Development and Reading Acquisition

Fall 2016, Tue, 1-3:45pm, Benjamin 1107

Instructor: Min Wang, Professor, Dept. of Human Development and Quantitative Methodology.
Office: 3304C Benjamin Building, Phone: 301-405-8798
E-mail: minwang@umd.edu
Office hour: One hour after class or appointment via email

TA: Anisha Singh, Doctoral Student of Human Development
Email: asingh8@umd.edu
Office hour: One hour after class or appointment via email

Textbooks: Required:

1) Berko Gleason, J. & Ratner, N. (2012). The development of language (8th edition). Needham 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 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 achievement.

Through this course, students will have an opportunity to learn fundamental knowledge about language and reading acquisition, 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 signing 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 following the class on the specific topic (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/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 will be asked to select about **15** key concepts from each of the selected topics. 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 are asked 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 week. Four maps in total are required, due dates please see the outline at the end of this syllabus.

- Ten points will be given for each map.
- Any incorrect definition or example will be deducted for 0.5 point.
- A concept map without examples will only receive five points.
- Two points will be deducted for any hand-written map or definition sheet.
- Two points will be deducted for any late submission.

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

Students will be paired up for internet search for four video clips on selected topics about reading development. The paired students should discuss with each other and agree on the choice of the selection of the clips. 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) per group should be posted on the course ELMS/Canvas under the 'Discussions section' the night before the next class. Please include both names of the members of your group.

Each pair together will be responsible for presenting on **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 pair's presentation will be decided in class.

All non-presenting students will be required to post their responses/comments on one of the presentations of the day online under the 'Discussions section'. Please post your responses (min. 50 words) by clicking 'reply' to the appropriate video clip. Students will be graded on the following areas:

- Presenting students
 - The clarity of the explanation presented in class (3 points). Please note that this is a group presentation and both students must present.

- The relatedness of the video clip to the content of the class materials and explanation posted online (2 points).
- Non-Presenting students
 - The relatedness of the video clip to the content of the class materials and explanation posted online (3 points).
 - Comment/response to one of the presentations of the day (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.

For those students who choose to continue to submit a concept map for each class on reading development, 2 extra points are awarded for each concept map.

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

The week of **Sept 26th (tentative, to be confirmed)** 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 **Monday to Friday** 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 about 3 pages (typed, double-spaced). 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.

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 have 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 be expected to 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 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. About 3 pages, typed, double-spaced.
 - 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.
- 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 will 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. The report should be about 6-8 pages (not including references or appendices), typed, double- spaced.

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-

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences.

However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Tentative Outline of Topics*

Date	Topic(s)	Chapter(s)
Aug 30	<u>I. Course Overview & Introduction</u>	BG Ch 1
	<u>II. Aspects of spoken language development</u>	
Sept 6	a. Phonological development	BG Ch 3
Sept 13	b. Semantic/Vocabulary development (Concept map-phonology due 13th)	BG Ch 4
Sept 20	c. Morphology and syntax (Concept map-semantics due 20th)	BG Ch 5
Sept 27	d. Pragmatic development (Concept map-morph-syntactic due 27th)	BG Ch 6
	Center for Young Children (CYC) visit week: Monday to Friday 9am-11am	
Oct 4	e. Language theories f. Biology of language g. Review (Concept map-pragmatics due 4th)	BG Ch 1 & 7
	CYC visit report due 4th	
Oct 11	Test 1	
	<u>III: The processes of learning to read</u>	
Oct 18	a. Phonological awareness b. Phonics c. The role of phonological awareness in learning to read	Snow Part I, Burns Ch 3 Ambruster Ch 2&3
Oct 25	a. Stages of reading acquisition b. Spelling c. Fluency d. Comprehension (Video clip-Phono awareness/Phonics due 24th night)	Snow Part I, Burns Ch 4 Ambruster Ch 4 Hudson et al.

