

SLPA 896: Readings & Research: Research in Language & Literacy

Fall semester 2016

Time: 5:00-6:40 p.m. Weds

Location: Barkley Center, #302

Office hours: by appointment, schedule via email.

Instructor: Dr. Yingying Wang

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Course Description

This is a research seminar and is designed to address the perceptual, linguistic, and cognitive processes associated with literacy acquisition. Past and current research projects in language and literacy will be discussed in the context of reading assessment and intervention with a connection to neuroimaging methods. Topics include analysis of scientifically based research on reading, an overview of reading development, brain development during literacy acquisition, and the understanding of reading intervention.

Course Prerequisites

None.

Course Objectives

This course will cover a variety of topics related to language and literacy acquisition including vocabulary, strategies and technology to support literacy instruction. In addition, neuroimaging methods will be introduced and how brain research can inform reading intervention models will also be explored.

At the end of the course, it is anticipated that students will be able to understand core concepts, research and clinical issues central to language and literacy acquisition.

- Learn basic concepts, terminology, and theory in the area of language and reading.
- Understand language and reading related behavioral tests.
- Compare and summarize research findings from different articles and resources.
- Interpret research data and statistical analyses from results section of published articles.
- Demonstrate critical thinking about research questions and findings in the literature.

Required Materials

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing words to life: Robust vocabulary instruction (2nd ed.). New York: Guilford. ISBN-13: 978-1462508167

Stanislas Dehaene, (2010). Reading in the Brain. ISBN-13: 978-0143118053

Kamhi, A. G. & Catts, H. W. (2012). Language and reading disabilities (3rd ed.), Boston: Allyn and Bacon. ISBN-13: 978-0137072774

Carol McDonald Connor, Peggy McCardle, (2015) Advances in reading intervention: research to practice to research. ISBN: 978-1598579680

Online Resources

Blackboard course website at <http://my.unl.edu> for announcements, course materials, and online forums.

Recommended Text Resources

- Gunning, T. G. (2013). *Creating literacy instruction for all students* (8th ed.). Boston: Allyn and Bacon. ISBN-13: 978-0132685795
- Bean, R. M. & Dagen, A. S. (2011). *Best practices of literacy leaders*. New York: Guilford.
- Bean, R. M. (2009). *The reading specialist* (2nd ed.). New York: Guilford.
- Bindon, R. & Santeusanio R. P. (2006). *Reading to learn: A content teacher's guide*. Beverly, MA: STEPS Professional Development.
- Ciborowski, J. (1999). *Textbooks and the students who can't read them*. Cambridge, MA: Brookline.
- Curtis, M. E. & Longo, A. M. (1999). *When adolescents can't read: Methods and materials that work*. Cambridge, MA: Brookline.
- Dodge, J. (2005). *Differentiation in action*. New York: Scholastic.
- Ippolito, J., Fahey J. F., Zaller, C. (Eds.) (2013). *Adolescent literacy in the era of the common core*. Cambridge: Harvard Education Press.
- McCardle, P. & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore: Brookes.
- Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms: How to build on students cultural strengths*. Alexandria, Virginia: ASCD.
- Sedita, J. (2003). *The Key Three Routines: Comprehension strategy instruction*. Rowley, MA: Sedita Learning Strategies.
- Sedita, J. (2011). *The Key Vocabulary Routine*. Rowley, MA: Sedita Learning Systems.
- Snow, C. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CA: RAND.
- Sweet, A. P. & Snow C. E. (Eds.) (2003). *Rethinking reading comprehension*. New York: Guilford.
- Trelease, J. (2013). *Read Aloud Handbook* (7th ed.) New York: Penguin Books.

Recommended Professional Journals

Journal of Adolescent & Adult Literacy, International Literacy Association (ILA)
 Journal of Research in Reading, United Kingdom Literacy Association (UKLA)
 Journal of Speech, Language, and Hearing Research, American Speech-Language Hearing Association (ASHA)
 Language, Speech, and Hearing Services in Schools, ASHA
 Perspectives, International Dyslexia Association (IDA)
 Reading and Writing, Springer
 The Reading Teacher, ILA
 Reading Research Quarterly, ILA
 Scientific Studies of Reading, Society for the Scientific Study of Reading (SSSR)
 Brain Research
 Brain

Course Requirements

Details regarding each assignment will be distributed in a separate correspondence.

1. Take-home midterm (points: 30 points)
 You will answer 1 out of 3 essay questions.
2. Class presentation (points: 20 points)
 You will present the evidence base to support (or refute) a research topic related to language or literacy.
3. Examination (points: 15 points)

- An examination will be given to assess learning of course concepts.
4. Final project (points: 30 points)
You will be given 10 research articles to review and write a summary to demonstrate your critical thinking.
 5. Classroom participation (points: 5 points)
Classroom participation is not only encouraged, it is required. 5 points are explicitly assigned for classroom participation. Students are expected to attend all classes. Attendance will be taken each week, and attendance records will be considered when assigning a final course grade. Perfect attendance and active participating in class discussion will get 5 points. Absence without 24-hour advance written notice will result in point deduction.

Class Expectations

1. Students are responsible for all information presented in class as well as independent analysis of information from the readings directly.
2. Students with disabilities are encouraged to contact the professor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.
3. Learning outside the classroom is essential to enhance your in-class learning experience. Plan to work three to six hours per week outside of class to review various literature regarding to language and literacy. You are encouraged to meet with fellow classmates outside of class to study lecture notes, discuss readings, and work on written assignments. However, all assignments must be the work of an individual. *DO NOT TURN IN DUPLICATE ANSWERS.*
4. All written assignments will follow the guidelines contained in the publication manual of the American Psychological Association (APA). This book may be found at the following link: <http://www.apa.org/books/4200061.html>
5. If you need extra help communicating your thoughts in the written form (i.e, writing a paper) you may wish to consult the writing center on campus. The University of Nebraska-Lincoln Writing Center can provide you with meaningful support as you write for this class as well as for every course in which you enroll. Trained peer consultants are available to talk with you as you plan, draft, and revise your writing. Please check the Writing Center website for locations, hours, and information about scheduling appointments. www.unl.edu/writing
6. Please place all cell phones and pages on silent or vibration during class. If you must take a call for emergency purposes, please leave the room to answer your phone.
7. Assignments turned in late will have points deducted for tardiness. Five percent of the total points will be taken off of the total points for each day that the assignment is late. Failure to turn in the correct number of copies of a writing assignment is considered a late assignment. Assignment due dates will be made clear when detailed assignment instructions are handed to you (or posted on Blackboard).
8. Cheating or plagiarism (intentional or accidental) are not tolerated and will result in zero points on an assignment. Plagiarism includes the use (exact use or revised) of any materials or ideas that did not originate with the student. Plagiarism may be avoided by properly citing the source of any such material or ideas that are not the original thoughts or work of the student. The instructor has the right to use web-based anti-plagiarism search tools.

9. Readings will not always be discussed in class. However, you are responsible for knowing information contained in the readings and class lectures. The lecture power point presentation and other course related materials will be in electronic form on blackboard.
10. All students are expected to know and abide by the Code of Academic Integrity. The complete code can be found at http://www.unl.edu/ous/academic_tips/integrity.shtml. All credit will be forfeited for any academic work completed for this class that violates the code.

Course Grading

The grade for the course will be based on class participation, presentation, assignments and examinations.

Total points possible: 100

Grades will be assigned as follows:

97 – 100	A+	77 - 79	C+
94 - 96	A	74 - 76	C
90 – 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 – 83	B-	60 – 63	D-
		< 60	F

If your level of achievement during this course is falling short of your goal, you are strongly encouraged to consult with the instructor to improve your quality of learning of course materials.

Class Schedule of Topics (subject to minor revision)

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Aug. 24	Introduction	Syllabus
Aug. 31	Language and Reading	Assigned readings
Sep. 7:	Emergent Literacy	Assigned readings
Sep. 14:	Reading & brain research	Assigned readings
Sep. 21:	Language & brain research	Assigned readings
Sep. 28:	Working memory training (+ guest lecture by Dr. Peng Peng)	Assigned readings
Oct. 5:	Language and reading disability <i>*Midterm assignment</i>	Assigned readings
Oct. 12:	Brain research in language disability	Assigned readings
Oct. 19:	Brain research in reading disability	Assigned readings
Oct. 26:	Phonological Awareness	Assigned readings

Nov. 2:	Word reading assessment & intervention <i>*Midterm due</i>	Assigned readings
Nov. 9:	Language assessment & intervention <i>*Final project assignment</i>	Assigned readings
Nov. 16:	Reading assessment & intervention	Assigned readings
Nov. 23:	No class.	
Nov. 30:	Course summary & Questions & Answers & Presentation	
Dec. 7:	<i>*Presentation & Discussion</i>	
Dec 14:	<i>*Final project and exam due by 9 p.m.</i>	

[†]This guest lecture will report findings from a 3-million dollar IES intervention projects that tried to explore the cognitive skills and reading intervention for young at-risk readers.