

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

Fall semester 2017

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 acquisition, 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 literacy acquisition.
- Understand representative behavioral tests for evaluation of literacy ability.
- 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

Maryanne Wolf, *Proust and the Squid* (2007), ISBN: 978-0-06-093384-5

Online Resources

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

Recommended Text Resources

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

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

Gunning, T. G. (2013). *Creating literacy instruction for all students* (8th ed.). Boston: Allyn and Bacon. ISBN-13: 978-0132685795

Trelease, J. (2013). *Read Aloud Handbook* (7th ed.) New York: Penguin Books.

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

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

Recommended Professional Journals

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. Mid-term Examination (points: 30 points)

An online examination will be given to assess learning of course concepts in class.

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. Final project (points: 40 points)

You will be given 10 research articles to review and write a summary to demonstrate your critical thinking.

4. Classroom participation (points: 10 points)

Classroom participation is not only attendance, but also engagement. Students are expected to attend all classes and participate in-class discussion. 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 10 points. Absence without 24-hour advance written notice will result in point deduction.

UNL Student Code of Conduct

Download Link: <http://stuafs.unl.edu/DeanofStudents/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf>

Students are expected to adhere to the UNL Student Code of Conduct. “The community of scholars at the University of Nebraska Lincoln is dedicated to personal growth and academic excellence. By choosing to join the community, each member agrees to comply with certain standards of civilized behavior; and therefore, the University of Nebraska Lincoln adopts this Student Code of Conduct, in order that it might: 1) promote a campus environment that supports its educational, research, and outreach missions; 2) protect the members of the community and its resources from disruption and harm; 3) provide a guide to appropriate individual and group behavior; and 4) foster ethical standards and civic virtues, all in keeping with the STUDENT STATEMENT OF VALUES adopted by the Association of Students of the University of Nebraska Lincoln on January 15, 2014.” (page 1)

Academic Integrity (see the UNL Student Code of Conduct)

Students will receive a grade of zero on any assignment where the instructor determines that there is credible evidence of academic dishonesty. Any finding(s) of academic dishonesty and sanction(s) will be reported to the UNL Dean of Students. Acts of academic dishonesty include, but are not limited to, the following: cheating, fabrication or falsification, plagiarism, abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, misrepresentation to avoid academic work. See the UNL Student Code of Conduct for further information.

Background Check

If your criminal history changes after your first background check, please complete the Self-Report form within 48 hours of the violation found on the CEHS website (<http://cehs.unl.edu/cehs/cehs-criminal-history-background-checks/>). If you have any questions, please email CEHSbackground@unl.edu.

Requests for Accommodations for Disability (more: <http://www.unl.edu/ssd/home>)

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Students with disabilities are encouraged to contact me 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, 232 Canfield Administration, 472-3787 (voice) or 472-0053 (TTY). It is the responsibility of the student requiring accommodation to be proactive in contacting the instructor for a confidential discussion of their individual needs, and to provide relevant documentation from the SSD.

Weather Emergencies (more: <http://emergency.unl.edu/unlalert>)

The decision to close the University because of severe weather or other reasons shall be made by the Chancellor. The Director of University Communications will notify radio and television stations and other appropriate media. Every effort will be made to have closedown information in the news media by 6:00 a.m. for day classes and by 2:00 p.m. for night classes. **During an emergency, the UNL community and public will receive information through the web and news media as well as by email and text through UNL Alert.**

Safety

The safety of all individuals in SECD is of utmost importance to the department. General emergency information can be found on the UNL police department website at <http://www.unl.edu/emergency/>. Faculty and students are strongly encouraged to sign up for the UNL Text Alert system, which provides messages during emergency situations. Sign-up can be completed at: <http://emergency.unl.edu/unlalert>. The phone number for UNL police is 402-472-2222. If there is an immediate emergency, dial 911. The following is a list of topics that may require action. Preparation is the best way to manage emergency situations. Please consider reviewing the policies and procedures for the following possible incidents each semester:

Tornado: <http://emergency.unl.edu/procedure/tornado>

Fire: <http://emergency.unl.edu/procedure/fire>

Active Shooter: <http://emergency.unl.edu/procedure/shooting-incident>

Shots Fired: <http://emergency.unl.edu/shotsfired>

Caveat

This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise the syllabus to meet students' or university needs. The instructor reserves the right to revise this syllabus if the need arises. Advance notification will be provided to you.

Course Grading

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

Total points possible: 100

Grades will be based on the following scale:

96 – 100% of points =	A+	90 – 95% of points =	A
86 – 89% of points =	B+	80 – 85% of points =	B
76 – 79% of points =	C+	70 – 75% of points =	C
66 – 69% of points =	D+	60 – 65% of points =	D
< 60% of points =	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)

#	DATE	TOPIC	READINGS
1	Aug. 23:	Introduction	Syllabus
2	Aug. 30:	How the Brain learns to read	Dr. Wolf book chapter 1-3
3	Sep. 06:	How the Brain learns to read over time - Brain Plasticity	Dr. Wolf book chapter 4-6
4	Sep. 13:	When the Brain can't learn to read - dyslexia	Dr. Wolf book chapter 7-9
5	Sep. 20:	Behavioral assessments	Assigned reading materials
6	Sep. 27:	Intervention strategies	Assigned reading materials
7	Oct. 04:	Research Design and Methods	Assigned reading materials
8	Oct. 11:	Open book in-class mid-term exam (10 article for final)	
9	Oct. 18:	Neuroimaging techniques review	Assigned reading materials
10	Oct. 25:	Hands-on fMRI data analysis (BKC 317)	Assigned reading materials
11	Nov. 01:	Hands-on MEG data analysis (BKC 317)	Assigned reading materials
12	Nov. 08:	Hands-on DWI data analysis (BKC 317)	Assigned reading materials
13	Nov. 15:	Scientific presentation (Paige, Ivy)	
	Nov. 22:	Thanksgiving Holiday (No Class)	
14	Nov. 29:	Scientific presentation (Aly, Vanessa)	
15	Dec. 06:	Scientific presentation (Sam, Fatima) and Course Summary	
	Dec. 13:	No class during final exam week <i>*Final project (40 points) is due by 9 p.m.</i>	