SLPA 855: Reading Development and Assessment

Fall/2022

**Program Affiliation:** Special Education and Communication Disorders

**Class Meetings:** Wednesday 5:00 – 6:40 P.M., in BKC (East Campus)

**Credit:** 2 – 3 credits

**Instructor:** Yingying Wang, Ph.D.

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Office hours by appointment, schedule via email
Office: C67 East Stadium, 402-472-0106

# Course Description

1. Learn basic concepts, terminology, and theory in reading acquisition.
2. Understand behavioral assessments that can be used to evaluate a child’s pre-reading or reading skills.
3. Apply assessment and/or treatment questions to case examples.
4. Evaluate the appropriateness of assessment and/or treatment plans.
5. Understand the use of qualitative and quantitative data in monitoring treatment progress.
6. Master interprofessional interactions through role-playing.

# Course Prerequisites

None. Graduate students not from SLP, Psychology, Educational Psychology, or related fields shall check with me before enrolling in the course.

# Course Objectives

This course is a graduate-level course and is designed to address reading development, reading assessments, and the neural basis of reading. Through in-class discussions and case studies, students will learn how to think critically when reading research articles and how to evaluate the appropriateness of assessment/treatment plans in evaluating or treating children with reading difficulties. In addition, students will learn evidence-based practice in reading intervention and learn how to collect qualitative and quantitative data to monitor progress. This course complies with the ASHA Knowledge and Skills statement regarding the provision of services to individuals with language/literacy impairment. Upon successful completion of this course, it is anticipated that students will be able to understand core concepts, research, and clinical issues central to language/literacy acquisition.

# Rationale Statement

This course is an elective course in the speech-language pathology (SLP) graduate degree to broaden those who are interested in both language and literacy to have foundation knowledge about language and reading development. It is also listed in the course list for [educational neuroscience certification](https://www.unl.edu/gradstudies/academics/programs/EDNR-GCER). Thus, it is also open to students from other graduate degrees such as Psychology, Educational Psychology, or related fields, who are interested in obtaining their [educational neuroscience certification](https://www.unl.edu/gradstudies/academics/programs/EDNR-GCER).

# 2 or 3 Credit Hours

This course offers 2 or 3 credits. Those students who choose three credits will be assigned some additional reading materials and complete additional 10 quizzes. I will provide direct instructions on how to use additional reading materials and debrief each quiz. Each quiz is worth 20 points. The quizzes will be timed and open-book quizzes aiming to test students’ critical thinking skills related to the additional assigned reading materials.

# Competency Assignment for Professional Organization (ASHA)

This is an elective course for SLP graduate students and is also open to other graduate students who have an interest in reading development and assessment. Therefore, the main core competencies for ASHA are not tracked for this course. However, SLP graduate students will be engaged with knowledge competencies related to reading impairments.

# Teaching/Learning Methods

The format of this class will be a mix of lectures and discussions.

# Readings Assignments

There is no required text for this course. However, you are encouraged to own some books from the list of the recommended reading materials and read journal articles from this list of the recommended professional journals.

**Recommended Reading Materials**

* The neural basis of reading / edited by Piers L. Cornelissen, et al. [et al.] ISBN-13: 978-0195300369, Oxford University Press | 2010, Available at LOVE (Call number: LB1050.5 .N456 2010)
* Carol McDonald Connor, Peggy McCardle, (2015) Advances in reading intervention: research to practice to research. ISBN-13: 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)
* Reading and Writing, Springer
* Scientific Studies of Reading, Society for the Scientific Study of Reading (SSSR)

# Technology/Material/Equipment Requirements

None.

# Course Requirements

1. Class Discussions (points: 60)

For each class discussion, you may work in a team or on your own based on the class enrollment. You or your team will be assigned to a peer-reviewed journal article. You or your team will read the article and prepare to lead the discussion. There will be three in-class discussion sessions. Each discussion is worth 20 points. You will be graded based on your participation and responses to the in-class discussions.

1. Role-Playing (points: 30)

You will be randomly assigned to a group. Each group has two students. One will act as the assessor and the other will act as the assesee. Each group will be randomly assigned to one standardized reading assessment. You will be graded based on your participation and preparation.

1. Take-home Mid-term Exam (points: 80)

An online quiz will be given to evaluate your foundational knowledge learned from the class. This is a timed and open-book exam.

1. Final written product (points: 100)

You will be given a case regarding reading assessment. You will evaluate and write a treatment plan for the given case.

1. Classroom participation (points: 30)

Classroom participation is not only attendance but also engagement. Students are expected to attend all classes and participate in the in-class discussions. Attendance will be taken each week, and attendance records will be considered when assigning a final course grade. Perfect attendance and actively participating in class discussions will get 30 points. Absence without 24-hour advance written notice will result in a point deduction.

1. Weekly Quizzes (points: 20 per quiz and a total of 10 quizzes)

This item is only applied to those students who choose the 3-credit hours for this class. The seven quizzes will be timed and open-book quizzes aiming to test students’ critical thinking skills related to the additional assigned reading materials.

The grading scale is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Grade (%) | Total points (300)For 2-credit hours | Total points (500)For 3-credit hours |
| A | 92.50-100% | 277.50 – 300.00 | 462.50 – 500 |
| A- | 90.00-92.49% | 270.00 – 277.49 | 450.00 – 462.49 |
| B+ | 87.50-89.99% | 262.50 – 269.99 | 437.50 – 449.99 |
| B | 82.50-87.49% | 247.50 – 262.49 | 412.50 – 437.49 |
| B- | 80.00-82.49% | 240.00 – 247.49 | 400.00 – 412.49 |
| C+ | 77.50-79.99% | 232.50 – 239.99 | 387.50 – 399.99 |
| C | 72.50-77.49% | 217.50 – 232.49 | 362.50 – 387.49 |
| C- | 70.00-72.49% | 210.00 – 217.49 | 420.00 – 362.49 |
| D+ | 67.50-69.99% | 202.50 – 209.99 | 337.50 – 419.99 |
| D | 62.50-67.49% | 187.50 – 202.49 | 312.50 – 337.49 |
| D- | 60.00-62.49% | 180.00 – 187.49 | 300.00 – 312.49 |
| F | Below 60.00% | Below 180.00 | Below 300.00 |

# Class Expectations

1. Learning outside the classroom is essential to enhance your in-class learning experience. Plan to work 4-9 hours per week outside of class to read texts. Readings will not always be discussed in class. However, you are responsible for knowing the information contained in the readings and class lectures.
2. Examinations, course handouts, and course PowerPoint slides will be in electronic form on Canvas.
3. All written assignments will follow the guidelines contained in the publication manual of the American Psychological Association (APA): <http://www.apa.org/books/4200061.html>
4. 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 can talk with you as you plan, draft, and revise your writing. Please check the [Writing Center website](http://www.unl.edu/writing) for locations, hours, and information about scheduling appointments.

# Tentative Schedule of Course Topics and Readings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **#** | **Topic** | **Readings** | **Notes** |
| 8/24 | 1 | Introduction and reading | Syllabus | **Please complete this online form by 8/24**:<https://forms.gle/Y3PHJgaDvbtyYSFW6> |
| 8/31 | 2 | Reading Models I | Assigned | Additional instructions on quiz 1 after today’s lecture for those who choose 3-credit hours |
| 9/7 | 3 | Reading Models II | Assigned | Quiz 1 due by 9/11 5 p.m. (CST) |
| 9/14 | 4 | Class discussion #1 | Assigned | Additional instructions on quiz 2 after today’s lecture for those who choose 3-credit hours |
| 9/21 | 5 | Dyslexia | Assigned | Quiz 2 due by 9/24 5 p.m. (CST) |
| 9/28 | 6 | Neural basis | Assigned | Additional instructions on quiz 3 and 4 after today’s lecture for those who choose 3-credit hours |
| 10/5 | 7 | Class discussion #2 | Assigned | Quiz 3 due by 10/9 5 p.m. (CST) |
| 10/12 | 8 | Assessments I | Assigned | **Mid-term exam (take-home)** **Due by 10/12 5 p.m. (CST)** |
| 10/19 | 9 | Assessments II | Assigned | Quiz 4 due by 10/22 5 p.m. (CST) |
| 10/26 | 10 | Class discussion #3 | Assigned | Additional instructions on quiz 5 and 6 after today’s lecture for those who choose 3-credit hours |
| 11/2 | 11 | Interventions | Assigned | Quiz 5 due by 11/9 5 p.m. (CST) |
| 11/9 | 12 | Role Play I | Assigned | Additional instructions on quiz 7 after today’s lecture for those who choose 3-credit hours |
| 11/16 | 13 | Role Play II | Assigned | Quiz 6 due by 11/21 5 p.m. (CST) |
| 11/23 |  | Thanksgiving Holiday No class |
| 11/30 | 14 | Case Study I | Assigned | Quiz 7 due by 12/4 5 p.m. (CST) |
| 12/7 | 15 | Case Study II | Assigned | **Please complete this online form by 12/7**:<https://forms.gle/qajLjzJ6PbegKTza6> **Final Due: 12/14 5 p.m. (Central Time)** |

***Readings:*** Assigned: means there will be assigned reading materials on canvas. Students who choose 3-credit hours will have additional assigned reading materials.

**Continuity of Instruction**

If face-to-face classes are officially suspended due to a pandemic or other catastrophe, I will strive to continue instruction to those that can participate. If face-to-face classes are suspended, you will receive an email from me, and I will post a Canvas Announcement that details how we will communicate and what you can expect during the time that classes are suspended. Students should check these sources regularly for course information.

**Use of Cell phone and Laptop During Class**

Cell phones must be turned off or in silent mode during class. Students are not allowed to call, text, or surf during class. If you need to take an emergency call or text, you need to leave the class and return when finished. Laptops must be turned off or in silent mode during class. Laptops can only be used to take notes.

**Copies of Work**

It is recommended that students make a copy of any submitted assignments they turn into the instructor as a record and a back-up of their work.

**Sharing Course Materials**

Examinations, course handouts, and course PowerPoint slides may not be posted on electronic websites or shared with other people without the written consent of the instructor. Posting or otherwise sharing copies of examinations from this class is not permitted.

**Class Attendance Policy**

You are expected to attend all classes in person and keep up with the class information if absent. Attendance will be taken in each class. If you can’t make it to the class, you should contact the instructor 24 hours in advance to get written permission. If 24-hour notice is not given, you will get the point reduction for your attendance. If there is a medical or another significant emergency which keeps you from attending the class without 24-hour notice, I may ask for documentation (e.g., doctor note, police report).

If you believe you have been exposed to the coronavirus or feel sick with any of the symptoms of COVID-19, [get tested](https://covid19.unl.edu/saliva-testing). Visit <https://covid19.unl.edu/health-safety> for more information. Follow [quarantine protocols](https://covid19.unl.edu/quarantine-information-students) to prevent spreading any potential illness to others. You should contact me and discuss any needs you may have during the self-quarantining period. I will provide you with course recordings. You will not get the point reduction for your attendance during this period.

**Academic Honesty Policy**

As a student at the University of Nebraska, you are a member of an academic community in which academic integrity and responsible conduct are essential for the community to function. To ensure all that students know what is expected of them, the University has adopted Standards of Academic Integrity and Responsible Conduct. [You can find the University-wide standards for academic integrity and responsible conduct online.](https://studentconduct.unl.edu/student-code-conduct#sectionii) Your instructor may have specified on their syllabus additional expectations and consequences for academic dishonesty that apply to their class.

**Services for Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let your instructor know immediately so that you can discuss options privately. To establish reasonable accommodations, your instructor may request that you register with [Services for Students with Disabilities](https://www.unl.edu/ssd/). If you are eligible for services and register with the office, make arrangements with your instructor as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD is located in 117 Louise Pound Hall and can be reached at 402-472-3787.

If you are a student on the UNO campus, you may register for accommodations at the [Accessibility Services Center](https://www.unomaha.edu/student-life/accessibility/index.php), which is located at 104 H&K Building and can be reached by calling 402-554-2872.

**Mental Health and Well-Being Resources**

UNL offers a variety of options to students to aid in dealing with stress and adversity. [Counseling and Psychological & Services](https://caps.unl.edu/) is a multidisciplinary team of psychologists and counselors that works collaboratively to help you explore your feelings and thoughts and learn helpful ways to improve your mental, psychological and emotional well-being when issues arise. CAPS can be reached at 402-472-7450.

[Big Red Resilience & Well-Being](https://resilience.unl.edu/) provides one-on-one coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached at 402-472-8770

On the UNO campus, the [Counseling and Psychological Services](https://www.unomaha.edu/student-life/wellness/counseling-and-psychological-services/index.php) (CAPS) office can be reached at 402-554-2409. The [UNO Wellness Center](https://www.unomaha.edu/student-life/wellness/index.php) provides a variety of wellness resources and can be reached by calling 402-554-2539.

**Final Exam Schedule (15th Week Policy)**

Final examinations for full semester classes are to be given ONLY at the regularly scheduled time as listed on the [Final Exam Schedule webpage](https://registrar.unl.edu/academic-calendar/final-exam/) or at another time DURING FINALS WEEK mutually agreeable to all concerned — i.e., the professor(s)/instructor(s) for a given course/course section as well as all students enrolled in that course/course section.

The only examinations that may be given during the last week (15th week) of classes are: laboratory practical examinations; make-up or repeat examinations; or self-paced examinations. However, the following must be applied: Projects, papers, and speeches scheduled for completion during the last week (15th week) of classes must have been assigned in writing by the end of the eighth week and must be completed no later than Wednesday of the 15th week. This stipulation refers to the project and its scope, but not the topic. Furthermore, ALL requirements, except for the final exam, must be completed no later than Wednesday of the 15th week. However, if the instructor is replacing the final exam with either a project, paper, or speech, the due date for the assignment can be any time during the 15th week or during finals week (providing that the assignment has been given by the eighth week). The exception to this is a class meeting one day a week on a Thursday or Friday for which all policies/requirements are shifted to either a Thursday or Friday, respectively. You can find the full [15th Week Policy](https://registrar.unl.edu/academic-standards/policies/fifteenth-week-policy/) online.

Complaints about failure to follow the above outlined procedures should be made immediately. Complaints should first be made directly to the instructor of the course in which the violation has occurred or is likely to occur. This could be done by simply directing the instructor's attention to the 15th Week policy statement. If the problem cannot be worked out, the student may inform the President of the Association of Students of the University of Nebraska of the progress of the complaint and request aid in correcting the problem. If corrective actions are not taken within two days, the complaint should be submitted to the department chair or head by the student or the ASUN representative on behalf of the student. If the chair/head is unable or unwilling to resolve the complaint within two days, the complaint should be submitted to the College Dean, and if the Dean is unable or unwilling to resolve the problem within two days, the student, or the ASUN representative on behalf of the student should appeal to the Director of Undergraduate Education Programs within the Office of the Executive Vice Chancellor. Resolving the complaint should in no case take longer than eight working days.

**Emergency Procedures (On Campus)**

Stay connected by registering for safety alerts on the UNL Campus at [unlalert.unl.edu](https://unlalert.unl.edu/) and on the UNO campus by texting "unoalert" to 79516.

Call 911 for fire or medical emergencies. UNL Campus Police can be reached at 402-472-2222 and UNO Campus Police at 402-554-2911.

Consult the UNL Emergency Preparedness Resources website at [emergency.unl.edu](https://emergency.unl.edu/) for measures to be taken in emergency situations.

**Diversity & Inclusiveness**

UNL values diversity in the broadest sense – gender, age, race, ethnicity, sexual orientation, economic status, physical and intellectual ability, religion, education and geography. We believe that acknowledging, building understanding and incorporating diversity throughout the curriculum will best prepare you for a career in a global society. The inclusive learning environment we seek to foster is one where diverse perspectives are recognized and respected, and therefore conversations within your course must be civil and respectful of individual ideas, experiences, and beliefs that may be different from your own. To challenge ideas or beliefs in a manner that is considerate of the individual expressing them is encouraged, but disrespect or hostility toward any person is not acceptable behavior in the classroom. According to our [Student Code of Conduct](https://studentconduct.unl.edu/student-code-conduct), speech that is abusive, harassing, intimidating, or coercive is prohibited. Students who engage in such speech will be asked to leave the classroom and further disciplinary actions may be taken.

**Title IX Policy**

Any unwanted conduct of a sexual nature, whether verbal, physical, written, or pictorial, which has the purpose or effect of creating a hostile environment for the person subjected to the conduct, or any solicitation of sexual conduct of any nature when submission to or rejection of such contact is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and conditions of academic standing constitutes sexual harassment and will not be condoned or tolerated. Moreover, sexual misconduct including stalking, dating or domestic violence and sexual assault is prohibited.

Appropriate corrective action will be taken toward any student or employee who is found to have violated UNL's non-discrimination, sexual harassment and/or sexual misconduct policies. Further, UNL commits itself toward the assurance of non-retaliation toward any person who reports harassment, sexual misconduct or discrimination or who participates in an investigation of such conduct.

If you suspect or experience discrimination, sexual harassment, or retaliation toward yourself or others, please keep records or other evidence of specifics and report the conduct. If you do not feel comfortable telling a person to stop inappropriate behavior, or if the behavior does not cease once you have made the request that it do so, you may seek assistance from an administrator, professor or counselor. Persons designated by the University as Responsible Employees are required to report sexual discrimination, harassment and misconduct reported to them. Other employees are encouraged to provide assistance and/or report.

Detailed information about support and resources, and how to report an incident of sexual discrimination, harassment or misconduct, is available on the Institutional Equity and Compliance [Title IX website](https://www.unl.edu/equity/title-ix). You can contact the office directly at 402-472-3417.

**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.