EDHD 425 0101: Language Development and Reading Acquisition  
Spring 2015, Mondays, 1-3:45pm, Benjamin 2119

Instructor: Donald J. Bolger, Assistant Professor, Dept. of Human Development and Quantitative Methodology.  
Office: 3304 Benjamin Building, Phone: 301-405-9103  
E-mail: djbolger@umd.edu  
Office hours: Available Mondays 11am-1pm

TA: Joshua Davis, doctoral student, Dept of HDQM  
E-mail: jdavis85@umd.edu  
Office: 3238 Benjamin Building, LNRL  
Office hours: Available after class or by appointment via email.

Textbooks: Required:  


Supplementary Readings:  


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 of 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 which has not been used in class. 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** (50 points, 10 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. Each clip is due the night before the next class.
   The pair together are responsible for presenting the clips to the whole class the following week after the selected topic week with brief explanation (about 200 words, minimum about 180 words) and post the explanation on the course ELMS/Canvas. Four clips in total are required, due dates please see the outline at the end of this syllabus. The clip will be graded for:
   - The relatedness to the content of the class materials and discussion from the topic (3 points)
   - The clarity of the explanation presented in class and posted online (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 (100 points, MSGE) (TASC 3)

The days of March 3-4th and 9-11th have 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 ON THOSE DAYS ONLY between 9 to 11:00am. The children cannot be observed from 12:00 to 3:30pm (this is the lunch and nap time). 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: 10 points
- Related examples: 10 points
- 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 for the materials on Language Development and Test 2 will be for 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 reviews for each test and I will hand out a list of review questions to help you prepare for the tests.

Total points earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<th>Points</th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>(97%) 388 – 400</td>
<td>B+</td>
<td>(87%) 348 – 359</td>
<td>C+</td>
<td>(77%) 308 – 319</td>
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<tr>
<td>A</td>
<td>(93%) 372 – 387</td>
<td>B</td>
<td>(83%) 332 – 347</td>
<td>C</td>
<td>(73%) 292 – 307</td>
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<tr>
<td>A-</td>
<td>(90%) 360 – 371</td>
<td>B-</td>
<td>(80%) 320 – 331</td>
<td>C-</td>
<td>(70%) 280 – 291</td>
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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](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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>Jan 26</td>
<td>Course Overview &amp; Introduction</td>
<td>BG Ch 1</td>
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<td></td>
<td>Aspects of spoken language development</td>
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<td>Feb 2</td>
<td>a. Phonological development</td>
<td>BG Ch 3</td>
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<td>Feb 9</td>
<td>b. Semantic/Vocabulary development</td>
<td>BG Ch 4</td>
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<td>(Concept map-phonology due 9th)</td>
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<td>Feb 16</td>
<td>c. Morphology and syntax</td>
<td>BG Ch 5</td>
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<td>(Concept map-semantics due 16th)</td>
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<td>Feb 23</td>
<td>d. Pragmatic development</td>
<td>BG Ch 6</td>
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<td>(Concept map-morph-syntactic due 23rd)</td>
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<td>Center for Young Children (CYC) visit week:</td>
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<td></td>
<td>Monday to Thursday</td>
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<td>Mar 2</td>
<td>f. Language theories &amp; Biology of language</td>
<td>BG Ch 1 &amp; 7</td>
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<td>Review of language part</td>
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<td></td>
<td>(Concept map-pragmatics due 2nd)</td>
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<td></td>
<td>CYC visit report due during Finals Week</td>
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<td>Mar 9</td>
<td>Test 1</td>
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<td>III: The processes of learning to read</td>
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<td>Mar 16</td>
<td>NO CLASS – SPRING BREAK</td>
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<tr>
<td>Mar 23</td>
<td>a. Phonological awareness</td>
<td>Snow Part I, Burns Ch 3</td>
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<td></td>
<td>b. Phonics</td>
<td>Ambruster Ch 2&amp;3</td>
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<td></td>
<td>c. The role of phonological awareness in learning to read</td>
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<tr>
<td>Mar 30</td>
<td>a. Stages of reading acquisition</td>
<td>Snow Part I, Burns Ch 4</td>
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<td></td>
<td>b. Spelling</td>
<td>Ambruster Ch 4</td>
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<td></td>
<td>c. Fluency</td>
<td>Hudson et al.</td>
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<td></td>
<td>d. Comprehension</td>
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<td>(Video clip-phonon awareness due 30th)</td>
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### IV: Individual differences in language and reading acquisition

**Apr 6**
- a. Bilingual, biliteracy and ESL students  
  BG 10, 11  
  *(Video clip-Stages, spelling, fluency, comprehension due 6th)*

**Apr 13**
- a. Language disorders  
  BG 9  
- b. Defining and assessing reading difficulties /struggling readers  
  Snow Part II  
  *(Video clip-motivation, bilingualism due 13th)*

### VI: Instructional approaches and reading achievement

**Apr 20**
- a. Preventing reading difficulties/Struggling readers I  
  Snow Part II  
- b. Preventing reading difficulties/Struggling readers II  
  Burns Ch 5  
  *(Whole language vs. Phonics program)*  
  Ambruster Ch 5&6  
  *(Video clip-language & reading disorders due 20th)*

**Apr 27**
- a. Literacy motivation  
  Oldfather & Wigfield

**May 4**
- **Test 2**

**TBD**
- **Final CYC report due before 5pm in my mailbox**

*This schedule is flexible depending on students’ interest and other timing factors.*