The University of Maryland, College Park  
College of Education  
EDCI 626:  
Selected Topics in Teacher Education  
Processes & Acquisition of Reading  
Course Syllabus  
Summer 2014

Class Meets: Monday, Tuesday, Wednesday, Thursday 9:00 am-12:00pm,  
June 3-June 26  
*Please note we will meet Tuesday, June 3-Friday, June 6 due to MCERT orientation on June 3

Location: University of Maryland, Shady Grove Campus  
Building III, Room 3242

Instructor: Brie Doyle, M.Ed.  
Email: briedoyle@gmail.com

Office Hours: By appointment (Please send an email to make an appointment at least 48 hours in advance of desired meeting time).

Course overview

In this course we will critically examine educational research that addresses the acquisition of reading and its underlying processes. Our seminar discussions will center on the question, “How do children learn to read?” In particular we will consider:

• Historical perspectives and contemporary debates about theories of reading acquisition
• Language development and language diversity
• Cognitive perspectives on reading acquisition
• Foundations of reading, including theories of reading processes and phonics/phonemic awareness
• Connections between reading, writing, and oral language development
• Socio-cultural perspectives on reading acquisition
• Theoretical-based practices in literacy instruction

Required Text/Readings


*Journal readings as assigned: available online
Grading:
Incompletes will not be given without specific arrangements in writing prior to the submission of final grades. This process involves a written contract that you can obtain from the College Park Campus at Student Services in Room 1210 of the Benjamin Building. Incompletes are reserved for extreme circumstances.

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Grading Scale
99-100 A+  93-98 A  90-92 A-  69 and below F
87-89 B+  83-86 B  80-82 B-  
77-79 C+  73-76 C  70-72 C-

Description of Assignments/Grading Components
The following is a brief description of course assignments/grading components. More in-depth detail, including grading rubrics, will be provided in class and posted on the ELMS site.

Participation/Weekly Assignments 15%
You will be expected to attend all scheduled classes and participate actively in discussions. You are expected to be a collaborative participant of all the work in class. Your participation in our class activities and discussions is important not only for your own learning but also for the learning of others. You are expected to participate thoughtfully, responsibly, and constructively in discussion and in-class assignments on a regular basis. Consideration of this portion of your grade will take into account the quality and substance of your contributions to our on-going learning across the semester. Participation points and/or in-class assignments cannot be made up in the event of absence (or tardiness or early departure).

A daily participation grade will be noted for each student based on the guidelines below:
1 point: Student is on time. Student has necessary materials in possession (articles and/or book, reading reflections, notes, any other materials requested). Student is an active participant in all activities (whole group, small group, partner, independent). No inappropriate use of electronic devices.
.5 point: Student is late or leaves early and may not have all materials or may be limited in participation. Or student is on time but does not have all materials and is limited in participation or may be using electronic devices inappropriately.
0 points: Student is absent. Or student is late and does not have all materials, is limited in participation, and is using an electronic device inappropriately.
Critical Response 30%
Once during the course you will be required to lead the seminar for one of the assigned readings. This may occur individually or with a peer. You will be expected to prepare the following and have it on the ELMS platform prior to presentation:

- A **brief** summarization of the article/chapter with full APA citation
- A 3-5 minute verbal summary/activity to highlight critical points
- A brief visual presentation and or engaging activity to demonstrate the principle/theory
- A critical analysis of the author’s findings/methods/theoretical framework
- Four to five discussion questions for seminar

Consider questions such as the following when preparing your responses:

- What is the author’s main point or argument? If the author is arguing against a particular approach or position, or within the context of a specific on-going debate, what is it?
- What methods and what kinds of evidence does the author use to support his or her argument? Are these methods and kinds of evidence tied to any particular disciplinary or interdisciplinary approaches?
- Is the author’s argument persuasive? If so, how or why? What blind spots or significant oversights or omissions, if any, exist in the text?
- What are the points of intersection and divergence among the various readings for the week and for the courses so far (including readings/discussions related to assessment)?
- How does this reading fit into your own cognitive framework? Does it contribute/alter or seem at odds with how you believe reading is taught based on your experience?

Strategy Presentation 40%
In this project you will select two to three evidence-based strategies related to one of our topics. Your introduction should describe how these strategies fit within theories of reading acquisition and why they are critical to students’ literacy development. Your presentation should teach us about the major theoretical framework as well as key concepts. Next, you will design an instructional example for those strategies using a) adult level texts and b) grade level texts with some element of participation for your colleagues. You should include a brief listing of the benefits and possible limitations and when/how/why these strategies would be used for instruction. You will create a class handout that includes your instructional examples, citations, and further reading on your selected strategy.

Final Exam: 15%
To be discussed in class.
Code of Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. 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. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.she.umd.edu. On every examination, paper, or other academic exercise not specifically exempted by the instructor, the students shall write by hand and sign the following pledge: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. No assignments will be accepted without an electronically signed pledge. Assignments will be considered late until they are properly submitted with the honor pledge. Late submission policies will apply.

Throughout the session, resources and books will be introduced so that students may begin a professional collection of materials that pertain to the objectives of this course. Samples of teachers’ work, presentations, and ideas may not be reproduced without acknowledgement/permission of the source.

Conceptual Framework
The philosophy of this course is built upon the College of Education’s Conceptual Framework. You may also refer to the conceptual framework at http://www.education.umd.edu/teacher_education/downloads/framework.doc.

Course Requirements
You are expected to be prepared and professional. Please make every effort to be on time and stay until the end of class. In the event of an absence or late arrival, you are expected to communicate with the instructor. You are expected to meet the requirements of all of the technical standards. These standards can be accessed at: http://www.education.umd.edu/teacher_education/downloads/technicalStndrdsPolicy.doc

It is the student’s responsibility to inform the instructor of any intended absences for religious observances by the end of the add/drop period. Assignments are due on the date indicated on the schedule (which may be updated throughout the semester). Late submissions will result in a one-point drop per day late. All assignments should be typed, double-spaced, and in 12-point Times New Roman font, with one-inch page margins. Correct grammar and standard English usage are expected on all assignments, including electronic projects.

University Policy on Student Absences

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.

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.

**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.

**Enterprise Learning Management System (ELMS) Powered by Blackboard**
All students enrolled in EDCI 765 have access to ELMS for this course. If you have not received information about this course, you should check with the Office of Information Technology on campus to ensure that the email address in the UM system is the correct one. Course syllabus, readings, assignments, and other documents can be found on ELMS. Students will also be assigned projects or discussion activities that will be managed within ELMS. In addition, in the event of class cancellation due to inclement weather or other emergencies, the instructor will conduct class through the Wimba Classroom option in ELMS. Check ELMS regularly for announcements by going to [www.elms.umd.edu](http://www.elms.umd.edu) and logging in.

**Course Communication**
The instructor will communicate with the students enrolled in this course by email. The instructor will use the course reflector distribution list and the communication options provided in ELMS. Please be sure that your email address affiliated with these email distribution lists is correct. When communicating with the instructor through email, please allow 48 hours for a response. If after 48 hours you have not received a response from the instructor, please resend the email.

**Disability Services**
If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.
Course Evaluation
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for the semester on approximately the last day of classes. You can 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 the summary reports for thousands of courses online at Testudo.