UNIVERSITY OF MARYLAND BALTIMORE COUNTY
DEPARTMENT OF EDUCATION
FALL 2006 -- SYLLABUS

DEPARTMENT OF EDUCATION'S MISSION
Our mission is to research, teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.

COURSE TITLE: EDUC 317 (2310-0101) & EDUC 607 (2353-0101)
PROCESSES & ACQUISITION OF READING

Dates: September 5-December 12, 2006
Days/Time: Tuesday, 4:30-7:00 pm
Class Location: TBD
Credits: 3 -- Semester Hours: 45 total
Course Website: www.umbc.edu/blackboard

Instructor: Dr. Patricia A. Young & Alyson Tilles
Office: ACIV, A Wing, Room 429
Office Hours: By appointment only.
Telephone: (410) 455-3902
E-mail: pyoung@umbc.edu

COURSE DESCRIPTION
This course is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.

COURSE OVERVIEW
The objectives identified for this course are required reading course guidelines for elementary, early elementary and special education that come from the Maryland State Department of Education Division of Certification and Accreditation, Office of Reading First. This course adheres to the knowledge base for elementary teachers of reading as outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC), Maryland Voluntary State Curriculum (MVSC), Maryland Teacher Technology Standards (MTTS) and the Association for Childhood Education International (ACEI). Also, this course supports the UMBC Department of Education’s Conceptual Framework and the department’s mission. Elements of the eight integrating curriculum themes associated with this framework are incorporated in the objectives stated for this course. These include 1) inquiry and reflection, 2) diverse learners, 3) professional dispositions related to belief systems, 4) teaching for understanding, 5) technology enhanced learning and instruction, 6) ongoing performance assessment, 7) collaboration for learning and 8) research on teaching and learning.

COURSE MATERIALS
   It is assumed that the reading and textbook will be read as assigned prior to a class meeting. From time to time, additional readings will be provided in class, placed on reserve at the library, or made electronically accessible. You will be responsible for these materials.

COURSE OBJECTIVES & OUTCOMES
This course will enable students to:

P 1.0 PERFORMANCE OBJECTIVE(S)*: Foundation Concepts of How Children Learn to Read

Participants will understand, describe, and recognize phases of the reading acquisition process.

Essential Knowledge/Skills. Participants will demonstrate knowledge of:

A. Phases of Reading Acquisition

P 1.1 The role of orthographic, phonological, semantic, and syntactic processes in word recognition
**P 1.2** The interactions between phonological skills, phonetic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension and writing.

**P 1.3** The progression (stages) of reading development

**P 1.4** The findings of longitudinal research on long-term prediction of reading outcomes

**P 1.5** Characteristics of proficient, mature readers: sufficient phonological awareness; automatic, accurate word recognition; passage reading fluency; active construction of meaning, flexibility, and self-monitoring

**P 1.6** The progressive development of phonological and orthographic skill, word recognition, fluency, and comprehension from preschool to mature reading

B. Intrinsic/extrinsic, alterable and unalterable variables and their contribution to reading acquisition

**P 1.7** The contributions of both neurobiological/intrinsic factors and environmental/extrinsic factors to reading success and failure, including genetics, medical history or condition, sociocultural context, family context, educational and instructional history, and language background

C. Dyslexia and other reading difficulties

**P 1.8** The current definition of dyslexia endorsed by the National Institutes of Health

**P 1.9** Current scientifically based research which has identified various types of reading difficulties

D. Contributions of neuroscience to understanding of how children learn to read

**P 1.10** A model of cognitive processing in reading acquisition that is supported by scientific research regarding reading and the brain

**P 2.0 PERFORMANCE OBJECTIVE(S):** Language Structure, Language Development, and Reading Acquisition

Participants will apply knowledge of language structure to understand the reading and writing processes of children.

**P 2.1** The print concepts young children must develop

**P 2.2** The role of letter name knowledge in reading and spelling

**P 2.3** The relationship between language proficiency and reading proficiency

**P 2.4** The historical evolution of the English language and alphabetic writing

**P 2.5** Language organization: phonology, orthography, morphology, syntax, semantic networks, and discourse structure

**P 2.6** The speech sound system of English

**P 2.7** The differences between the English speech sound system and that of at least one other language and how those may interfere with English pronunciation, phonics, reading, and comprehension

**P 2.8** The role of fluency in phonological processing, letter naming, word recognition, oral reading, silent reading, and comprehension

**P 2.9** The role of vocabulary development and knowledge in comprehension

**P 2.10** The nature and organization of English orthography (writing)

**P 2.11** The differences between English orthography and that of at least one other language

**P 2.12** Anglo-Saxon, Latin, and Greek-derived morphemes in English

**P 2.13** Text characteristics and syntax (phrases, clauses, sentences, paragraphs and “academic language”) that students may misinterpret

**P 2.14** The development of writing and its relationship to reading

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**COURSE POLICIES/ASSIGNMENTS & ACTIVITIES**

The class will include lectures, discussions, group activities, student presentations, and opportunities for critical analysis of attitudes and beliefs. Students will be expected to fulfill the following requirements:

1. **Participation/Attendance:**

   Students are required to attend class sessions regularly, be punctual, participate in class discussions and activities, and submit in-class assignments. **EXCESSIVE LATENESS AND FREQUENT ABSENCES WILL COUNT TOWARDS DEDUCTIONS IN YOUR FINAL GRADE.**

2. **Language & Literacy Critiques:** Write a critique of the reading selection assigned on the Course Calendar, Class Topics & Assignments. There are 12 weeks of reading assignments. Students should read the assignments for every week; however only 7 critiques are required over the course of the semester. A critique is achieved by responding to 3 or more examples from the reading selection(s) and developing a critical response. The critical response should include a combination of the following: an analysis of the content, personal comments, critiques, reflections, and/or questions (no more than 2 questions). They should include the following specifications (typed, 1½ to 2 pages, 8 1/2 x 11, single spaced, 10 to 12 pt type, e.g., Times New Roman), and a hardcopy should be submitted to instructor. See rubric.
**CRITIQUES ARE DUE ON THE DUE DATE OR ONE WEEK LATER. LATE ASSIGNMENTS WILL NOT BE ACCEPTED. PLEASE MANAGE YOUR TIME IN COMPLETING CRITIQUES.**

3. **MIDTERM EXAM.** Take home exam/project that covers readings, textbook chapters and/or class discussions. **LATE ASSIGNMENTS WILL BE SUBJECT TO GRADE DEDUCTIONS.**

4. **Research to Practice Presentations.** This is a group project. Groups will present what teachers can do in the classroom to obtain the objectives outlined on the course syllabus. First, connections are made to the research and then the presentation proceeds with how and why teachers should engage in the practice. Lesson Plan required (one per group). Two to three people per group. Choose a couple (two to three) of the course objectives per group (Only Objectives in P 2.0 to P 2.14. Time is set aside in class for groups to meet in the first half of the semester. The second half of the semester students will present their presentations.

5. **FINAL Exam/Project/Paper:** To Be Determined. **LATE ASSIGNMENTS WILL BE SUBJECT TO GRADE DEDUCTIONS.**

**Journals & Newspapers of Interest:** Reading Research Quarterly; The Reading Teacher; Journal of Adolescent & Adult Literacy; Reading On-Line; Reading Today

**Suggested Professional Organization Websites:**
- [wwwира.org](http://wwwира.org) (International Reading Association)
- [www.nrconline.org](http://www.nrconline.org) (National Reading Conference)
- [www.ncte.org](http://www.ncte.org) (National Council of Teachers of English)

**Important Websites:**
- [http://www.marylandpublicschools.org/MSDE](http://www.marylandpublicschools.org/MSDE) (Maryland State Department of Education)
- [http://ebbs.english.vt.edu/chla/links.html](http://ebbs.english.vt.edu/chla/links.html) (Children's & Young Adult Literature & Culture Links)
- [http://www.cccso.org/](http://www.cccso.org/) (Council of Chief State Schools (INTASC STANDARDS))
- [http://www.udel.edu/batemian/acei/](http://www.udel.edu/batemian/acei/) (Association for Childhood Education International)

**Other useful websites:**
- Report of the National Reading Panel: Teaching Children to Read April 2000. [http://www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
- Analysis of Reading Assessment Instruments for K-3 [http://idea.uoregon.edu/assessment/index.html](http://idea.uoregon.edu/assessment/index.html)
- The Consumer’s Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis (March 2003) [http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf](http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf)
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [http://dibels.uoregon.edu/](http://dibels.uoregon.edu/)
- Planning and Evaluation Tool for Effective Schoolwide Reading Programs. [http://reading.uoregon.edu/logistics/pet_tool.pdf](http://reading.uoregon.edu/logistics/pet_tool.pdf)
- Big Ideas in Beginning Reading [http://reading.uoregon.edu/](http://reading.uoregon.edu/)
- Literacy Project at SERVE [www.serve.org/litproject/](http://www.serve.org/litproject/)
- NCREL’s Literacy Website [www.ncrel.org/litweb/](http://www.ncrel.org/litweb/)
- The Partnership for Reading [http://www.nifl.gov/cgi-bin/pfr/search.cgi](http://www.nifl.gov/cgi-bin/pfr/search.cgi)
COURSE ASSESSMENT, EVALUATION, AND GRADING

1. Participation/Attendance 9 points
2. Language & Literacy Critiques (7 out of 12) 3 points each 21 points
3. Midterm Take Home Exam/Project 25 points
4. Research to Practice Presentation 15 points
5. Final Exam/Project/Paper 30 points

**TOTAL POSSIBLE POINTS 100 POINTS**

**Graduate students are expected to perform graduate level work. This variation will be reflected in rubrics as noted!**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Work is excellent in quality and satisfies all course requirements</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Work is very good in quality and satisfies all course requirements</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Work is average in quality and satisfies most course requirements</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>Work is fair in quality and may not meet all course requirements</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
<td>Work is poor in quality and does not meet course requirements</td>
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COURSE CALENDAR
See tentative course calendar, class topics & assignments attached.

CLASSROOM ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

“If you are a student with a documented disability who requires an academic adjustment, auxiliary aids, or similar accommodations, please contact the Office of Student Support Services at (410) 455-3250.” Any applicable information regarding this matter should be conveyed to me before the third week of class.

ACADEMIC INTEGRITY

Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort. The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student’s honestly earned achievements above higher grades or easier work dishonestly sought. All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal. Following are examples of academic misconduct that are not tolerated at UMBC:

- **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an
academic exercise

- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty

- **Plagiarism:** Knowingly representing the words or ideas of another as one’s own in any academic exercise, including works of art and computer-generated information/images

Students should consult UMBC’s Student Academic Conduct Policy for information on policy and procedures for upholding UMBC’s high standards for academic integrity. Students who have questions or concerns are encouraged to talk with a member of the faculty or administration for assistance.
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<thead>
<tr>
<th>SES</th>
<th>DAY</th>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT(S) DUE NEXT CLASS SESSION</th>
</tr>
</thead>
</table>
| 1   | 9/5 |      | Student Get To Know | 1. Read *Language Development: An Introduction*, 6/e by Robert Owens  
|     |     |      | Syllabus & Class Assignments | 2. Read *Language Acquisition and the Reading Process* by Robert Ruddell  
|     |     |      |                          | 3. Write a critique that incorporates information from the assigned reading selections. Due 9/12.  
|     |     |      |                          | 4. Sign on to Blackboard. |
| 2   | 9/12|      | Phases of Reading Acquisition: Language Development (Video) | 1. Read *Learning to read and write: Developmentally appropriate practices for young children*. International Reading Association.  
|     |     |      | Reading Comprehension | 2. Read *The path to competence: a lifespan developmental perspective on reading* by Patricia Alexander  
|     |     |      | Groups Meet | 3. Read *Put Reading First* (pamphlet distributed in class or online)  
|     |     |      |                          | 3. Write a critique that incorporates information from the assigned reading selections. Due 9/19. |
| 3   | 9/19|      | Phases of Reading Acquisition: The stages of reading development | 1. Read *Effective literacy instruction for adolescents* by Donna Alvermann  
|     |     |      | Groups Meet | 2. Read *Adolescent Literacy: A position statement* by the International Reading Association  
|     |     |      |                          | 3. *Teaching Decoding* by Louisa Moats  
|     |     |      |                          | 4. Write a critique that incorporates information from the assigned reading selections. Due 9/26. |
| 4   | 9/26|      | Phases of Reading Acquisition: Literacy Instruction for children and adolescents | 1. Read *Young Bilingual children and Early Literacy Development* by Patton Tabors and Catherine Snow  
|     |     |      | Groups Meet | 2. Read *English learners reading English: What we know, what we need to know* by Suzanne Peregoy & Owen Boyle  
|     |     |      |                          | 3. Read *African American language and literacy* by John Baugh  
|     |     |      |                          | 4. Read *Using writing to understand bilingual children’s literacy development* by Renee Rubin, et al.  
|     |     |      |                          | 5. Write a critique that incorporates information from the assigned reading selections. Due 10/3. |
| 5   | 10/3|      | Meeting the literacy needs of culturally and linguistically diverse children | 1. Read *The Neurobiology of Reading and Reading Disability (Dyslexia)* by Bennett Shaywitz, et al. This is a very difficult reading so do your best!  
|     |     |      | Groups Meet | 2. Read *Neurolinguistics* by Robert Owens  
|     |     |      |                          | 3. Write a critique that incorporates information from the assigned reading selections. Due 10/10. |
| 6  | 10/10 | • The Brain & Reading Research  
• Dyslexia and other reading difficulties  
• Midterm Take Home Project  
• Groups Meet | 1. Take home exam/project Due 10/17. |
|----|-------|-----------------------------------------------------------------|--------------------------------------|
| 7  | 10/17 | • The Brain & Reading Research  
• Dyslexia and other reading difficulties  
• **Midterm take home exam/project due** | 1. Read *Literacy Development in the Early Years: Helping Children Read and Write* by Lesley Morrow  
2. Read Tompkins, Ch 1. *Learning and the language arts*  
3. Read Tompkins, Ch. 14 *Developing Legible Handwriting*  
3. Write a critique that incorporates information from the assigned reading selections. Due 10/24. |
| 8  | 10/24 | • Language structure, language development and reading acquisition  
• Print concepts/Letter Name | 1. Read Tompkins Ch. 3 *The Reading and Writing Process*  
2. Read Tompkins, Ch. 4 *Emerging into Literacy*  
3. Write a critique that incorporates information from the assigned reading selections. Due 11/7. |
| 9  | 10/31 | • Elem. Educ. Staffing | 1. Read Tompkins Ch. 5 *Looking Closely at Words* (history)  
2. Write a critique that incorporates information from the assigned reading selections. Due 11/7. |
| 10 | 11/7 | • History of the English language  
• Vocabulary Development Comprehension  
• The nature and organization of English Orthography | 1. Read Tompkins Ch. 6 *Personal Writing*  
2. Write a critique that incorporates information from the assigned reading selections. Due 11/14. |
| 11 | 11/14 | • The reading and writing process  
• Group Presentation | 1. Read Tompkins Ch. 7 *Listening to Learn*  
2. Read Tompkins Ch. 8 *Sustaining Talk in the Classroom*  
3. Write a critique that incorporates information from the assigned reading selections. Due 11/21. |
| 12 | 11/21 | • The reading and writing process  
• Listening and Talk in the classroom  
• Group Presentation | 1. Read Tompkins Ch. 9 *Reading and Writing Stories*  
2. Read Tompkins Ch. 10 *Reading and Writing Information*  
3. Read Tompkins Ch. 11 *Reading and Writing Poetry*  
4. Write a critique that incorporates information from the assigned reading selections. Due 11/28. |
| 13 | 11/28 | • The development of writing and its relationship to reading  
• Group Presentation | 1. Read Tompkins Ch. 12 *Learning to spell conventionally*  
2. Read Tompkins Ch. 13 *Learning about grammar and usage*  
3. Write a critique that incorporates information from the assigned reading selections. Due 12/5. |
| 14 | 12/5 | • Spelling, grammar and usage | 1. Prepare for final exam/project/paper  
**HAVE A GOOD BREAK!** |
| 15 | 12/12 | • Reading & Writing Development  
• **Final Exam/Project Due** |  |