

Psychology 3U03 - Psychology of Reading

Fall Session 2009

Monday, Wednesday, Thursday: 1:30 - 2:20

Professor: Dr. Betty Ann Levy - Room 103, Psychology Building, Extension 23019 at 905- 525-9140

Office hours: by appointment, contact me through e-mail: Levy@McMaster.CA

NOTE: NO LONG DISTANCE CALLS WILL BE RETURNED

Readings: The required readings are listed at the end of this outline. All required readings are available as a Coursepack for Psychology 3U03 in the bookstore.

Course Objective: In Psychology 2H3 you were introduced to many of the important concepts in information processing. Some of the same problems and models will be examined in greater depth in Psychology 3U03, but here they will be related to recent developments in the study of reading. Emphasis will be on theory and research to illustrate major problems in understanding how language is encoded and retrieved to be used during reading.

The course is oriented to those with a theoretical and empirical interest, but some practical applications will be examined. Learning to research a topic and write a research review is an important aspect of the course.

Evaluation Scheme:	1)	50 min. test – Wednesday , October 14th	20%
	2)	50 min. test - Thursday , November 5th	20%
	3)	Final exam - to be scheduled in the examination period	35%
	4)	Research paper - due THURSDAY , November 19th - FINAL DRAFT	25%

Note: To meet the grading system requirements your final percentage will be converted to a letter grade, according to the following scheme:

Percentage	Grade	Grade Point	Percentage	Grade	Grade Point
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1
			0-49	F	0

NOTE

The instructor reserves the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. **The instructor also reserves the right to alter the Evaluation scheme and exam formats if circumstance warrant it (eg. TA loss, alteration in scheduling of term etc.).**

Exam Format: (subject to change by instructor if circumstances warrant)

Test 1 (Oct. 14) Short answer questions taken from all readings and lectures from September 14th to Oct. 8th. inclusive.

Test 2 (Nov. 5) Short answer questions taken from all readings and lectures from October 15 to Nov. 4. inclusive.

Final exam: Part 1. Short answer and short essay questions selected from the lectures and readings from Nov. 9th. to Dec. 3rd. inclusive.

Part 2. General essay questions covering all of the course content

The final exam is in the examination period and is scheduled by the Registrar's office

Research paper: Final Draft due November 19th.

10 double-spaced typewritten pages (not including references) on a research topic in the area of reading. A list of choices will be provided. Any other topic **must** be approved by Dr. Levy in order to meet this requirement; unapproved topics will result in an automatic 0 on the paper.

Below find the tentative lecture outline and the required readings for each topic. Note: Topics may be changed and readings may be added or deleted as we go through the course. It will be your responsibility to see that you know of any changes in the topics and required readings that are announced during the lecture periods. Similarly, any changes in readings that are required for the mid-term or final exams will be announced in class, and it is your responsibility to be aware of such changes.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, eg. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonest please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, eg. The submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations

Tentative Schedule

Lecture Topic

Readings

Sept. 10	Introduction & Outline	
Sept. 14 - 24	Review: Concepts and models of Information Processing	Readings 1, 2
Sept. 28 - Oct. 8	What is print?	Readings 3,4, 5
Oct. 12	Thanksgiving: No Class	
Oct. 14	TEST 1	
Oct. 15, 19	Orthographic units	Readings 6, 7
Oct. 21, 22	Training methods	Readings 8, 9
Oct. 26	Non-alphabetic languages	Reading 10
Oct. 28, 29	Emergent Literacy	Readings 11, 12,13
Nov. 2, 4	What is missing: conceptual processes	Readings 14
Nov. 5	TEST 2	
Nov. 9	Comprehension	Reading 15
Nov. 11- 12	Goodman	Readings 16,17, 18
Nov. 16 - 19	Process interactions	Readings 19, 20, 21
Nov. 23- 26	What is fluency?	Readings 22, 23,24
Nov. 30, Dec. 2	Individual differences	Reading 25
Dec. 3	Catch up and Review	

NOTE: Last Day to withdraw without failure from 1st term course - November 6.

REQUIRED READINGS

Information Processing

1. A. Wingfield & D.L. Byrnes (1981). The psychology of human memory. Academic Press, Chapter 7, pp.236-278.
2. A. Wingfield & D.L. Byrnes (1981). The psychology of human memory. Academic Press, Chapter 8, pp. 282-306.

Data-Driven Processes & Models

What is print?

3. T..A. Harley (1995). The Psychology of Language: From data to theory. Chapter 4, pp. 101-137.
4. P.B. Gough. One second of reading (1985). In H. Singer & R.B. Ruddell (Eds.), Theoretical models and processes of readings, (3rd edition). International Reading Association, pp. 661-688.
5. D. LaBerge & S.J. Samuels (1985). Toward a theory of automatic information processing in reading. In H. Singer & R.B. Ruddell (Eds.), Theoretical models and processes of reading, (3rd edition). International Reading Association, pp. 689-721.

Orthographic Units

6. L.C. Ehri (1992). Reconceptualizing the development of sight word reading and its relationship to recoding. In P.B. Gough, L.C. Ehri & R. Treiman, Reading acquisition. Lawrence Erlbaum Associates, Chapter 5, pp. 107-142.
7. Goswami, U (1988). Orthographic analogies and reading development. Quarterly Journal of Experimental Psychology, **40A**, 239-268.

Training Methods: Orthographic & Phonological Units

8. Haskell, D. W., Foorman, B.R., & Swank,, P.R. (1992). Effects of three orthographic/phonological units on first-grade reading. Remedial and Special Education, **13**, 40-49.
9. Levy, B.A. Bourassa, D.C. & Horn, C. (1999). Fast and slow namers: Benefits of segmentation and whole word training. Journal of Experimental Child Psychology, **73**, 115-138.

Non-alphabetic Languages

10. Hu, C-F. & Catts, H.W. (1998). The role of phonological processing in early reading ability:

What we can learn from Chinese. Scientific Studies of Reading, 2, 55 -79.

Emergent literacy

11. A.G. Kamil and H.W. Catts (1999). Reading Development. In H.W. Catts & A.G. Kamil (Eds.) Language and Reading Disabilities. Chapter 2, pp. 25-31.
12. Senechal, M., LeFevre, J., Thomas, E.M., Daley, K.E. (1998). Differential effects of home literacy experiences on the development of oral and written language. Reading Research Quarterly, 33, 96- 116.
13. Gong, Z. & Levy, B.A. (2008). Four year old children's acquisition of print knowledge during electronic storybook reading . Reading & Writing: An Interdisciplinary Journal , in press.

Conceptually-Driven Processes and Models

What is missing? Conceptual Processes

14. J.D. Bransford (1979). Human cognition: Learning, understanding and remembering. Wadsworth Publishing Co., Chapter 5, pp. 129-165.

Comprehension

15. T.A. Harley (1993). The Psychology of Language: From data to theory, Chapter 7, pp. 207-242.

Goodman

16. K.S. Goodman (1970). Reading: A psycholinguistic guessing game. In H. Singer & R.B. Ruddell (Eds.), Theoretical models and processes of reading, (1st edition). International Reading Association, pp. 259-272.
17. K.S. Goodman (1985). A linguistic study of cues and miscues in reading. In H. Singer & R.B. Ruddell. Theoretical models and processes of reading, (3rd edition). International Reading Association, pp. 129-134.
18. Nicholson, T. (1991). Do children read words better in context or in lists? A classic study revisited. Journal of Educational Psychology, 83, 444-450.

Process Interactions

19. D. Rumelhart. (1985). Toward an interactive model of reading. In H. Singer & R.B. Ruddell. Theoretical models and processes of reading (3rd edition). International Reading Association, pp. 722-750.
20. G.W. McConkie & D. Zola (1981). Language constraints and the functional stimulus in reading. In A.M. Lesgold & C.A. Perfetti (Eds.), Interactive processes in reading. Lawrence Erlbaum Associates, pp. 155-175.
21. Levy, B. A., Nicholls, & Kohen, D. (1993). Repeated readings: Process benefits for good and poor readers. Journal of Experimental Child Psychology, 56, 303-327.

Fluency

22. Levy, B.A., Abello, B. & Lysynchuk, L. (1997). Transfer from word training to reading in context: Gains in reading fluency and comprehension. Learning Disabilities Quarterly, 20, 173-188.
23. Tan, A. & Nicholson, T. (1997). Flashcards revisited: Training poor readers to read words faster improves their comprehension of text. Journal of Educational Psychology, 89, 276-288.
24. Torgesen, J. K., Rashotte, C. A., & Alexander, A. W. (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M.A. Wolf (Ed.) Dyslexia, Fluency and the Brain, York Press Inc., Pp. 333 - 355.

Individual differences

25. Stanovich, K. & Cunningham, A.E. (1992). Studying the consequences of literacy within a literate society: The cognitive correlates of print exposure. Memory and Cognition, 20, 51-68.