

Psychology 128: Psychology of Reading Winter 2016

Meeting Time: [REDACTED]

Location: [REDACTED]

Instructor: Mallorie Leininger

Office Hours: [REDACTED]

Office: [REDACTED]

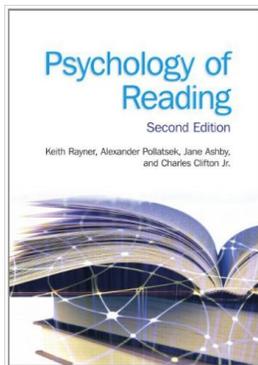
Email: [REDACTED]

TA: [REDACTED] Email: [REDACTED]

Course Description: Is it really possible to speed-read the final Harry Potter book in a couple of hours? Why do we hear a little voice in our head reading along with us? How does reading differ across different languages and what aspects of the reading process remain the same no matter what language is being read? This course explores reading behavior and the cognitive processes that support it. We will explore these questions and many more as we learn about the current state of reading research and theory, and consider the research that brought us to this point.

Course Goals: 1) You will gain a better understanding of the reading process—after taking this course, you should be able to describe and connect the multitude of processes that take us from seeing patterns of lines on a page, to having a complete meaning in our head. 2) You will practice reading original research and learn to think critically about both the methods used to study reading and the conclusions that researchers make. 3) You will improve your ability to organize and articulate your ideas both in writing and aloud during class discussions.

Textbook:



Rayner, Pollatsek, Ashby, & Clifton (2012) Psychology of Reading, 2nd edition

Price: Amazon - New: \$45.45 (Hardcover \$105.95)

ISBN: 978-1848729438

Publisher: Taylor and Francis

*A copy of the textbook is on reserve at the library

Course Website: Course-related materials, including the syllabus, lecture slides, grades, discussion forums, announcements, etc. will be posted on TED: <http://ted.ucsd.edu>. If you do not have access to the course on Ted, contact ACMS at acms-help@ucsd.edu.

Grading: Your grade will be based off of participation in online discussion forums (worth 6%), online quizzes (worth 16%), in class participation via iclicker (worth 14%), 2 midterm exams (each worth 17%), and 1 final exam (worth 30%).

Discussion Forum Participation

Throughout the quarter, we will read and discuss 3 research articles. These will be short, recently published articles presenting original research or reviews of research related to the topics we will be studying. I will expect that you have read the article prior to coming to class so that we can have an engaging discussion. To foster discussion, I will open discussion forums for each paper 1 week in advance of our in-class discussion, and you must either 1) submit one critical question, comment, critique, or future direction inspired by the article, or 2) respond to a post made by one of your classmates. You must contribute prior to 11:59pm on the evening before our in-class discussion. Please see “Responding to Articles” posted on Ted for tips on reading and responding to journal articles.

Article 1: Frost, R. (2012). Towards a universal model of reading. *Behavioral and Brain Sciences*. (Please read Sections 3-6, pages 4-12)

Article 2: Filik, R. & Barber, E. (2011). Inner speech during silent reading reflects the reader’s regional accent. *PLoS One*, 6, e25782.

Article 3: Schotter, E. R., Tran, R., & Rayner, K. (2014). Don’t believe what you read (only once): Comprehension is supported by regressions during reading. *Psychological Science*, 25, 1218-1226.

iclicker Participation

Throughout the course, I will incorporate questions designed to 1) encourage participation and discussion, 2) help you gauge your own learning, and 3) help me gauge your understanding. I intentionally did not use the words “test” or “quiz” because I will not actually consider your response when assigning your points—if you participate you will get credit regardless of the answer you provide. Participation in each class (beginning week 2) will be worth 1% of your final grade, so you must participate in at least 14 classes to earn all of your points. Note that there will not be any clicker questions on days when we have midterms.

Online Quizzes

Throughout the course there will be 9 short online quizzes, which will be due by 11am (1 hour before class) every Monday. Each quiz will be released 1 week before it is due, and will be based on the readings assigned since the previous quiz (including any readings assigned on the Monday the quiz is due). The quizzes are meant to help you continually gauge your learning so that you are ready to participate in in-class discussions and can get additional help on any topics that you do not fully understand. Each quiz will be worth 2% of your final grade. Your lowest quiz grade will be dropped, so you can miss one quiz without penalty. Make-up quizzes will not be offered. Collectively, the quizzes are worth 16% of your final course grade.

Midterms & Final Exam

The midterm exams will not be cumulative. Your final exam will cover material since the 2nd midterm (approximately 50% of the questions) and will also include a cumulative portion. All exams will consist of a mixture of multiple choice, True/False, short answer, and essay questions. Make-up exams will only be given under extreme circumstances with proper documentation and are under the instructor’s discretion.

Extra Credit: Students may add up to 3% extra credit to their grade by participating in psychology experiments through the SONA website <http://ucsd.sona-systems.com>. For every hour of experimental participation through SONA you will earn 1% extra credit. Participating in experiments will give you first hand experience with how research is conducted and will provide valuable data for the researchers here at UCSD. Some of the experiments even investigate reading, so your participation may allow us to improve our understanding of the reading processes that we will be exploring in this course. Those not wishing to serve as subjects may write a paper for equivalent extra credit, please consult with the instructor before choosing the alternate assignment so that we can work together to select an appropriate topic. Those electing to write a paper MUST inform the instructor by the 5th week of the quarter; papers submitted without instructor approval will NOT be graded.

Grading Breakdown:

Discussion forum participation	6%	≥ 97%	A+
iclicker participation	14%	93-96%	A
Online Quizzes	16%	90-92%	A-
Midterm Exam 1	17%	87-89%	B+
Midterm Exam 2	17%	83-86%	B
Final Exam	30%	80-82%	B-
SONA Extra Credit	3%	77-79%	C+
		73-76%	C
		70-72%	C-
		60-69%	D
		< 60%	F

Students with Special Needs: Students with documentable special needs should contact the instructor with their Authorization for Accommodation (AFA) letter by Monday of Week 2. If you do not have an AFA letter, please see the Office for Students with Disabilities (disabilities.ucsd.edu). We are happy to provide accommodations as required by law and determined by the OSD.

Academic Integrity: Academic dishonesty and cheating of any kind will not be tolerated and students are expected to comply with the UCSD Policy on Integrity of Scholarship. This means that all academic work must be done by the individual to whom it was assigned without unauthorized aid of any kind. Any academic integrity violations will be reported to the Academic Integrity Office. Sanctions may include the creation of a disciplinary record, disciplinary probation, suspension for up to one year, dismissal from the university, and/or an academic sanction (a permanent F grade which cannot be replaced by retaking the class). For more information, including the official UCSD policy, contact the Academic Integrity Office, or go to: <https://students.ucsd.edu/academics/academic-integrity/index.html>.

Schedule:

Week	Date	Topic	Read Prior to class	Homework
1	4-Jan	Introduction		
	6-Jan	Basic Information	Chapter 1	
	8-Jan	Basic Information		
2	11-Jan	Types of writing systems	Chapter 2	Quiz 1
	13-Jan	Types of writing systems		
	15-Jan	Article Discussion	Article 1	Discussion Forum
3	18-Jan	--NO CLASS--		Quiz 2
	20-Jan	Word perception	Chapter 3 (48-71)	
	22-Jan	Word perception	Chapter 3 (71-88)	
4	25-Jan	Midterm 1		Quiz 3
	27-Jan	Eye movements during reading	Chapter 4	
	29-Jan	Eye movements during reading		
5	1-Feb	Word identification in text	Chapter 5	Quiz 4
	3-Feb	Word identification in text		
	5-Feb	Article Discussion	Article 2	Discussion Forum
6	8-Feb	Inner Speech	Chapter 7	Quiz 5
	10-Feb	Words and Sentences	Chapter 8	
	12-Feb	Words and Sentences		
7	15-Feb	--NO CLASS--		Quiz 6
	17-Feb	Comprehending discourse	Chapter 9	
	19-Feb	Midterm 2		
8	22-Feb	Reading development	Chapter 10	Quiz 7
	23-Feb	Reading development		
	25-Feb	Learning to read	Chapter 11	
9	29-Feb	Reading disorders	Chapter 12	Quiz 8
	2-Mar	Reading disorders		
	4-Mar	Task effects & speed reading	Chapter 13	
10	7-Mar	Task effects & speed reading		Quiz 9
	9-Mar	Article Discussion	Article 3	Discussion Forum
	11-Mar	Tying it all together		
Final	16-Mar	Wednesday 11:30am-2:29pm		

**I hope to keep to this schedule, but it is subject to change based on student interest or unforeseen circumstances.