

**WEBSTER UNIVERSITY**  
FALL 2003 COURSE SYLLABUS

**ANALYSIS AND CORRECTION OF READING DISABILITIES**

Course Title

**EDUC4700 .01**

Course Number and Section

**Dr. Mary Bevel**

Instructor

**Tuesday Evenings from 5:30 p.m. to 8:30 p.m. Webster Hall: Room 204 Main Campus  
Office: Webster Hall, Room 247**

**Office Hours: Tuesday (3p.m. - 5p.m.)**

**2<sup>nd</sup> & 4<sup>th</sup> Thursday Afternoons (1:30 – 3p.m.)**

**Other times by appointment**

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**1. COURSE DESCRIPTION:** *Analysis and Correction of Reading Disabilities* explores characteristics of reading disabilities, identification /analysis of reading disabilities, and reading intervention strategies appropriate for students with disabilities. The purpose of this course is threefold: (1) to increase knowledge, and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies to remediate / correct reading disabilities. Webster students will explore formal and informal reading assessments, current research literature in reading, and the development of strategies for remediation of reading disabilities.

This course is designed on the grounding belief that the teaching and learning may occur in many different ways. Research supports the notion of two methods of instruction: (1) supplantive approach and (2) generative approach. The supplantive approach includes "direct instruction" (Adams & Englemann, 1996), while the generative includes "constructivist based instruction". Both methods will be employed and modeled in this course.

**2. COURSE OBJECTIVES:** Upon successful completion of this course the student will:

- 2.1** increase knowledge of formal and informal reading assessment instruments, including test administration and interpretation of data especially as reading relates to individuals with reading disabilities,
- 2.2** be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties,
- 2.3** be able to develop specific strategies to increase reading competencies in continual prescriptive teaching,
- 2.4** have increased awareness of current research findings, and
- 2.5** have increased awareness of the need to develop teaching strategies sensitive to the needs of all students in our multicultural society.

**3. COURSE REQUIREMENTS:** This course is designed to prepare teachers to: assess reading ability through a variety of methods, identify literacy strengths and weaknesses, analyze data, evaluate that data in the development of an individualized reading correction / remediation plan, and finally to implement, and evaluate the plan. The teacher will also be required to administer several assessments to other individuals.

**1. READING ASSIGNMENTS/ REFLECTIVE JOURNAL:** Students are required to read and reflect on the weekly reading assignments. The reading assignments will include texts, reserve selections, handouts, journal articles, films, and online activities. Students will keep a reflective journal on the readings and turn it in each week. Fourteen journal entries are required. There is an attachment describing the levels of reflection and point value of each type at the end of this syllabus.

**2. CASE STUDY:**

**(a): Identification of students to test:** Identify, observe, and write an observation summary of reading strengths and weaknesses of at least two students who are struggling with reading.

\*\*\*September 4, 2001

**(b)** Chose one of the students and obtain written permission to assess the student's academic & meta cognitive skills. Determine schedule of assessment / testing appointments. Turn in schedule

\*\*\*September 11, 2001

**(c)** Interview and interest inventory with the student that you have chosen, to determine the student's attitude toward reading. Write a short interpretation include it in your reflective journal by

\*\*\*Due September 11, 2001

**(d)** Complete the entire assessment report, and turn in by \*\*\*October 23, 2001

*The assessment report must include the following:*

*(1) Miscue Analysis*

*(2) Individual Standardized Reading Assessment*

*(3) Portfolio assessment*

*(4) Analyze assessment data in a written report delineating the student's reading strengths and weaknesses*

**CORRECTIVE READING PLAN:**

**(a)** Develop instructional recommendations and a mini corrective reading plan based on assessment data that you have gathered. This corrective reading plan is the second major component of the case study required for this course and should include at least five reading lessons and an assessment procedure to determine effectiveness of the lessons.

**Please discuss your plan in your reflective journal before going on to part c.**

**The instructor must approve this by November 6, 2001.**

**(b)** Teach at the ten lessons to the student and write a short analysis of the plan including: assessment of the student's progress or lack there of; any modifications or additions to the plan; the reason that you made them; and suggestions for future instruction/ remediation for the student.

Include this information in the final draft. \*\*\*Due December 3, 2001\*\*\*

Your plan may be picked up from my office in January 2002. Please pick them up promptly as I will keep them for only one semester until graduation May 2002.

4. Each student must administer: the Miscue Analysis to at least three individuals and turn in a short summary. This will all be completed prior to fall break. Due dates and subjects will be discussed in class.

5. Each student is required to convey his or her beliefs about reading and teaching individuals with disabilities in the form of a book to be shared the final night of class.

6. Class attendance and participation are required. Makeup work will be required for absences.

7. All papers/ projects must be typed, completed and turned in on time unless previous arrangements have been made with the instructor prior to the due date.

Incompletes are highly unusual, should extenuating circumstances arise please contact the Dr. Bevel as soon as possible to discuss arrangements.

**Course assignments and breakdown of grade percentage:**

Attendance/participation.....	140 points
Reflective Journal.....	140
Administering tests.....	110
Book.....	110
Case study/ Corrective Reading Plan.....	500
<b>Total 1000 points</b>	

**Grading criteria:**

- A = 90% or better superior work (900points)
- B= 80% to 90%) good work (800 points)
- C= 70% to 79%) average work (700 points)

**Required texts:**

1. **Balanced Reading Strategies and Practices: Assessing and Assisting Readers with Special Needs**, D. Ray Reutzel, and Robert B. Cooter, Jr., Merrill/ Prentice Hall, 1999.
2. **Reading Miscue Inventory: Alternative Procedures**, Yetta Goodman, Dorothy Watson, and Carol Burke, Richard C. Owen Publishers, Inc., NewYork, 1987.

**Books On Reserve In Webster -Eden Library :**

1. **Qualitative Reading Inventory-II**, by Lauren Leslie and JoAnne Caldwell, Harper Collins College Publishers, New York, 1995.

2. **Reading Miscue Inventory: Alternative Procedures**, by Yetta Goodman, Dorothy Watson, and Carol Burke, Richard C. Owen Publishers, Inc., New York, 1987.

3. **Teaching Adults Who Learn Differently: An Extensive Guide for Literacy Teachers and Tutors**, by Louise Skinner, Phyllis Gillespie, and Lynda Balkam, published by Red Van Publishers, San Diego, CA 92110- 2025 (1999)

4. **Linking Reading Assessment to Instruction (LRAI)**, Mariotti and Homan, published in 1997 by Lawrence Erlbaum Associates, Inc.

**4. CLASS SCHEDULE**

**WEEK 1: August 21.**

Overview of course and calendar and Lecture: The process of reading, brain research, sensory processing, assessment verses diagnosis, introduction to standardized testing, application of test data as part of reading assessment, diagnosis and correction, accommodations/modifications, and reading v language arts connections.

**Activities:** (1) Pretest, (2) Philosophy on Teaching Individuals with Disabilities to Read, and (3) Definition of Reading

**Assignments:**

1. Read and reflect:

(a) Miscue Analysis: Part I(Chapters 1 and Chapter 2), pages 1-35

(b) *Balanced Reading Strategies and Practices: Assessing and Assisting Readers with Special Needs*, D. Ray Reutzel, and Robert B. Cooter, Jr., Merrill/ Prentice Hall, 1999. Chapter 1 and Chapter 13

**WEEK 2: August 28**

**Activities:** Lecture: Structured observations, review of emergent literacy, early and fluent literacy, verbal children v non- verbal children and the reading process. Video on the role of sensory processing and literacy:(Constructivism in Education Volume 2: Emerging Literacy),

**Assignments:** 1. Read and reflect:

(a) Miscue Analysis: Part II, pages 35 - 129

**WEEK 3: Sept. 4** Oral reading assessments: Miscue Analysis and Burnett's Adult Literacy Screening Inventory (ALSI):

**Activities:** (1) Interview and interest inventory construction as a class, (2) Miscue Analysis Simulation, (3) ALSI simulations

**(a) Read and reflect handouts handouts**

**WEEK 4 Sept. 11**

**Lecture:** QRI Sections 9-14, Test Administration, and Standardized Testing

**Activities:** QRI-II Video, 45 minutes (3) QRI-II Simulations 1 hour

**Assignments:**

(a) Read and reflect: **Balanced Reading Strategies and Practices: Assessing and Assisting Readers with Special Needs**, Chapter 5 and Chapter 6

(b) Choose one student for case study, secure written permission. Interview and interest inventory with your student.

**Week 5 Sept. 18**

**Lecture:** Meet in library until 6pm -----review early literacy materials

Continue QRI, Pre reading and early literacy assessments, assessing sight words

**Activities:** Review testing instruments and case studies of assessment data, interventions

**Assignments**

(1) Read and reflect: **Balanced Reading Strategies and Practices: Assessing and Assisting Readers with Special Needs**, Chapter 7 and Chapter 8

(2) handouts

**Week 6 September 25**

**Lecture:** Elementary school age appropriate literacy assessments, assessing decoding skills, Dylexia in children at the elementary level, reading disabilities,

**Activities:** Review testing instruments and case studies of assessment data, develop intervention plans

**Assignments:**

Read and Reflect: **Balanced Reading Strategies and Practices: Assessing and Assisting Readers with Special Needs**, Chapter 9 and 10

**Week 7 October 2**

**Lecture:** Dylexia, Adolescents and reading disabilities, High school age appropriate and adult literacy assessments, assessing vocabulary and comprehension skills, portfolio assessment

**Activities:** Review testing instruments and case studies of assessment data, and develop intervention plans Oral reading skills, sight recognition, and introduction to comprehension skills, group activities and discussion.

**Assignments:**

(1) All assessment data/ reports

(2) Read/reflect: Chapter 2 / Chapter 3 in **Balanced Reading Strategies and Practices: Assessing and Assisting Readers with Special Needs**,

**Week 8 Oct. 9**

**Lecture:** Taking data (formal and informal) and turning the assessment process into an evaluation process with IEP Goals and Benchmarks, introduction Task analysis and lessons plans

**Activities:** Simulation writing IEP through task analysis; Mid Course evaluation and suggestions

**Assignments: COMPLETED ASSESSMENT TURNED IN BY OCTOBER 11, 2001**

**Fall Break October 15- 19, 2001 - - - NO CLASS Oct 16, 2001**

**Week 10                      October 30**

No class: Outside assignment, READ LIBRARY ASSIGNMENTS

**Teaching Adults Who Learn Differently: An Extensive Guide for Literacy Teachers and Tutors**, by Louise Skinner, Phyllis Gillespie, & Lynda Balkam, published by Red Van Publishers, San Diego, CA 92110- 2025 (1999)

Jigsaw Readings:

Group 1: pages 29-75; pages 209-239

Group 2: pages 75 -117; pages 243-258;

Group 3: pages 117- 150; pages 277- 284;

Group 4: pages 157- 201; pages 285- 291]

**Week 11                      November 6**

Lecture: Continuous assessment of IEP progress, data collection, Theories of remediation from some of the "greats" including but not limited to: Orton / Gillingham, and Fernald, etc.

Activities: Simulation of Gillingham Assignments:

Assignments: HANDOUTS

**Week 12                      November 13, 2000**

**Lecture:** Whole language, Skills based, Direct Instruction,

**Assignments:**

Read and reflect: (a) Handout on CWC; Article on Cooperative Learning

(b) Bring text books from your school to class for group activity next week;

**Week 13                      Nov. 20**

**Lecture:** How to combine approaches into meaningful and interesting educational format, Class Within a Class Model, Cooperative Learning Literacy Activities

**Activities:** Curriculum/ Literacy Activities and CWC

**Assignments:**

Read and Reflect: HANDOUTS

**Week 14                      Nov. 27**

**Lecture:** Guest speakers (auditory processing language based programs)

(1) Lindamood- Bell approach, (Elieen Huth) and (2) SPIRE approach (Jennifer Barnard)

**Activities:** Simulation

**Assignments:** Read and reflect: HANDOUTS

**Week 15                      December 4**

**Lecture:** Literacy and multiple intelligences and multi cultural approaches to literacy

**Activities:** Film

**ASSIGNMENTS: BOOK**

**Week 16                      Dec. 11**

**Lecture:** Reading and written expression; Book sharing; Service based models,

**Activities:** Simulation group written language, jigsaws, Course Evaluation

**This syllabus may change at the discretion of the instructor**