

Course Syllabus

COURSE NUMBER: EDUC 4690.01 COURSE TITLE: Assessment and Advancement of Reading Abilities

TERM: Fall, 2005
Wednesday 6:00 p.m. – 9:00 p.m. SITE: WEBG WEBH 327

INSTRUCTOR CONTACT INFORMATION:

Debi Porter

1124 Black Forest Drive

St. Charles, MO 63301

636-688-6384 (H)

636-272-2709 (W)

debiporter@sbcglobal.com CREDIT HOURS: 3 credit hours

1. Course Description: This course emphasizes effective use of assessment for detecting and preventing reading difficulties. Students will explore materials and methods developing a student-centered approach that builds on strengths. The study of specific reading problems with possible corrective procedures will include a miscue analysis, cloze procedure, running records, portfolios, and a case report for an individual reader. A final exam will be given to assess the content material.

2. Learning Outcomes: Through lectures, discussions, demonstrations, and a practicum, students will

- Understand methods of assessment, both formal and informal
- Analyze and report on a reader's "reading behavior"
- Plan a program for correction of problems built on a reader's strengths
- Apply appropriate research to develop diagnosis with ongoing assessment

Schedule of required readings, class preparations and assignments, lectures, discussions, student-out-of-class assignments and exams.

8/24/05

Introduction

Types of Assessment

Course description

"What is your first memory of learning to read?"

Video "Early Screening Instrument Stage 1: Emergent Reader"

Assignment: Text: Chapter 1 "Reading and Its Assessment"

Assignment: Text Chapter 2 "Assessment for Internal Audiences: Ongoing Assessments"

8/31/05

Chapter 1: Reading and Its Assessment

Chapter 2: Assessment for Internal Audiences: Ongoing Assessment

The many sides of Reading

What Teachers need to Know about Reading Assessment

The Reading Process

Changing Trends in Assessment

Video: Guided Reading (Part A)

Running Records
Observations of Reading Behaviors and Strategies
Monitoring Types and Difficulty of Texts Read
Monitoring Spelling Progress
Monitoring Writing Progress
Assignment: Text: Chapter 3 “Assessment for Internal Audienc
Assessments”
Assignment: Read assigned handouts
Assignment: Journal Reflection # 1 due 09/07/05

9/07/05

DUE: Journal Reflection # 1
Chapter: 3 “Assessment for Internal Audiences: Periodic
Assessments
Video: Guided Reading (Part B)
Levels of Reading Ability
Practice running records in class
Assignment: Text: Chapter 4 “Assessment for Internal Audienc
Assessments
Assignment: Read Assigned Handouts
Assignment: Administer and analyze a running record

09/14/05

DUE: Running Record (Be prepared to share in class)
Chapter 4: Assessment for Internal Audiences: Portfolio Ass
Authentic Assessment and Evaluation
Beginning a Portfolio Program
Keeping Portfolios
Evaluating Portfolios
Portfolio Conferences
Assignment: Text: Chapter 5 “Assessment for External Audienc
Measures
Assignment: Journal Reflection #2 due 9/21/05
Assignment: Create a Portfolio Program to use in a classroom

9/21/05

DUE: Journal Reflection #2
DUE: Portfolio Program (Be prepared to share in class)
Chapter 5: Assessment for External Audiences: Formal Mea
Understanding Formal Measures
Characteristics of Tests
Interpretation
Norm Referenced Tests
Criterion Referenced tests
State Standards
Video: Phonemic Awareness
Assignment: Read assignment handouts
Assignment: Chapter 6: “Emergent and Beginning Reading Lit

9/28/05

Chapter 6: Emergent and Beginning Literacy
Whole Language/Phonics
Understanding Assessing Emergent and Beginning Literacy

Teaching Emergent and Beginning Literacy
Teaching Print Orientation Concepts
Teaching the Alphabet
Teaching Concept of a word
Phonological Awareness
Comprehension
Intervention Programs
Video: Stage 2 Beginning Reading
Assignment: Chapter 7 “Assessing and Teaching Developing R
Assignment: Read assigned handouts
Assignment: Journal Entry # 3

10/05/05

DUE: Journal Reflection # 3
Chapter 7: “Assessing and Teaching Developing Readers”
Phonics and Word Knowledge
Guided Word Study
Developing Sight Vocabulary
Developing Reading Fluency
Developing Word Analysis
Vocabulary
Reading Comprehension
Listening Comprehension
Video: Stage 3 Fledging Reader
Assignment: Read assigned handouts
Assignment: Prepare IRI Manual
Assignment: Read Introduction to Jerry Johns IRI

10/12/05

Jerry Johns Individual Reading Inventory
Purpose
Validity
Administering
Assignment: Begin procedure for administering and evaluating
Assignment: Chapter 8: “Mature Readers and Writers”
Assignment: Journal Reflection # 4
Assignment: Cloze Activity

10/19/05

Fall Break

10/26/05

Chapter 8: “Mature Readers and Writers”
DUE: Journal Reflection #4
DUE: Cloze Procedure
Video: Stage 4 Transitional Reader
Learning to read to reading to learn
Guide Reading to Learn
Building Knowledge Phase
Reflection Phase
Understanding Patterns of Text
Text Organization
Vocabulary
Jerry Johns IRI
Assignment: Journal Article

Assignment: Chapter 9: “Adolescent Students with Reading Problems

11/02/05

Chapter 9: “Adolescent Students with Reading Problems”

Theories

Classifying Adolescent Students with Reading Problems

Case Studies

Jerry Johns IRI

Video: Stage 5 Fluent Reader

Assignment: Chapter 10: “Strategies for Teaching Reading and Learners”

Assignment: Chapter 11: “Factors Related to Reading Problem

Assignment: Journal Article

Assignment: Journal Reflection # 5

11/09/05

DUE: Journal Reflection # 5

Chapter 10: “Strategies for Teaching Reading and Writing to Language Learners”

Who are they?

Second language acquisition

Teaching English language learners

Guest Speaker

Assignment: Chapter 11: “Factors Related to Reading Problems”

Assignment: Read assigned handouts

11/16/05

No Class

11/23/05

No Class

11/30/05

DUE: Case Study/diagnostic report

DUE: Final recommendations for corrective reading instruction for the classroom and home (to be attached to the case report)

Student presentations of diagnostic reports with recommendations

12/07/05

Student presentations of diagnostic reports with recommendations (Continued)

12/14/05

Final Exam

3. RESOURCES:

Texts:

Understanding Reading Problems, 6th Ed., Gillet and Temple, 2004

Basic Reading Inventory, 8th Ed., Jerry Johns, 2001

Articles: Handouts given in class

Assignments

1. In Class Reflections:

Choose 5 entries to be evaluated

2. Running Record/IRIs activity with a one-page analysis

3. Cloze Procedure Activity

4. Portfolio Activity
5. Class participation
6. Case study/Diagnostic Report
7. Oral Presentation
8. Final Exam

- Reflective Journaling for each chapter
- Choose five Reflective entries to turn in on assigned dates, these are to be typed and be at least one page in length (you may be asked to share your entry during class).
- Use Webster University School of Education guidelines for APA Format when completing all reports.
- Recommendation report must be supported by research
- Late assignments will not be accepted

1. Returning of Projects:

Projects will be returned to students in the following manner:

- The class period following due date
- Final and Case Study will be returned if student provides a self-addressed envelope to the instructor. (Correct envelope size and correct postage is required)

This syllabus and schedule of assignments and readings are subject to change. Because of t are responsible for daily attendance. Upon your third absence your grade will be lowered o letter grade. Please turn your cell phones off during class.

EVALUATION:

2. In Class Reflections:

Choose 5 entries to be evaluated	100 points
2. Running Record/IRIs activity with a one-page analysis	50 points
3. Cloze Procedure Activity	50 points
4. Portfolio Activity	50 points
5. Class participation	25 points
6. Case study/Diagnostic Report	100 points
7. Oral Presentation	25 points
8. Final Exam	100 points
Total	500 points

- 100-90 A
- 80-89 B
- 70-79 C
- 65-69 D
- Below 65 F

“I define reading as a message-getting, problem solving activity which increases in power or flexibility the more it is practiced. My definition states that within the directional constraints of l printer’s code, language and visual perception responses are purposefully directed by the re- some integrated way to the problem of extracting meaning from cues in a text, in sequence, the reader brings a maximum of understanding to the author’s message.”

Marie Clay

Becoming Literate: The Construction of Inner Control

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFIC

4. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Web Student Handbook.

5. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and f may require accommodations contact the Director of the Academic Resource Cente McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the kno experiences, and practical tools that help them guide both themselves and others toward life learning. The School of Education is a community of educator-scholars who apply critical refl and creative energies to enhance learning in schools and other educational settings. The fac strives to support this community by modeling effective teaching practices based on sound tl and research. Personalized approaches create a challenging, yet supportive environm permits the risk-taking necessary for learning and growth. The School of Education encourag faculty and students to work actively toward this end, keeping in mind that action must be ro visionary, yet realistic, thinking. This thought and action process underscores the developmer inner-directed self-understanding, an outer-directed global perspective, and an appreciator

human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for the "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of goals and integrated concepts. Each quadrant represents one of the school's four goal candidates: to develop knowledgeable learners, informed instructors, reflective collaborator, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity

- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

- 1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence