



Course Syllabus

COURSE NUMBER: COMM 5960.01	COURSE TITLE Differentiated Reading Instruction	TERM: Fall 2007
SITE: Webster Hall	INSTRUCTOR CONTACT INFORMATION: Carolyn Jordan Home phone: (636)225-5221 Email: jordanca@webster.edu	CREDIT HOURS: 3.0

1. COURSE DESCRIPTION:

Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group, and individual instruction, based on informal and formal assessment.

2. LEARNING OUTCOMES:

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
a) Understand methods of assessment, both formal and informal	MoSTEP: 6.3, 7.1, 8.1, 8.4 SOE Goal: 2.4 IRA: 3.1
b) Analyze and report on a reader's "reading behavior"	MoSTEP: 1.3, 1.4, 2.4, 3.1 SOE Goal: 3.1 IRA: 3.2
c) Identify strengths and weaknesses of a reader	MoSTEP: 1.3, 1.4, 2.4, 3.1 IRA: 1.4, 3.2
d) Plan a program of corrective of problems built on a reader's strengths	MoSTEP: 3.1, 3.2, 3.4, 4.2 SOE Goals: 2.2, 4.3 IRA: 2.2, 3.3, 4.3, 5.3
e) Apply appropriate research to develop diagnosis with on-going assessment	MoSTEP: 3.2, 3.3, 4.2, 4.3 SOE Goal: 4.3 IRA: 2.2

Tentative Course Schedule (subject to change)

Class #1 (August 21)

Levels of readers
Areas of reading
Running records
Conventions

Class #2 (August 28)

Running Records
MSV
Accuracy rate

Class #3 (September 4)

Basic Reading Inventory

Class #4 (September 11)

Introduction to Observation Survey
Introduction to DRA (Development Reading Assessment)

Class #5 (September 18)

Basic test score information—Chapter 5 & 11

Other types of assessment:

Portfolios
Checklist
Anecdotal notes
Book graphs
Care teams/staffings
Report cards

Changes across time

Running record assignment due

Class #6 (September 25)

Emergent Readers—Chapter 6

Class #7 (October 2)

Developing Readers—Chapter 7

Class #8 (October 9)

No reporting to class, time to work on Basic Reading Inventory and Changes across time assignment

Class #9 (October 16)

Mature readers and writers—Chapter 8
Case study/diagnostic study

Basic Reading Inventory Due

October 23---**NO CLASS—FALL BREAK**

Class #10 (October 30)

Adolescents with reading concerns—Chapter 9

Class #11 (November 6)

Making guided reading groups based on assessment
Developing lessons based on strengths of groups/individuals

Changes over time running record due

Class #12 (November 13)

Assessment within the structure of a balanced literacy classroom

Class #13 (November 20)

One on one conferences about the case study

Class #14 (November 27)

NCLB (No Child Left Behind)
Peer conferences on case study

Class #15 (December 4)

Review for final

Case study/diagnostic reports due

December 11-Final exam!

4. RESOURCES:

Required Text(s):

Gillet, J., Temple, C., & Crawford, A. (2004). *Understanding reading problems, 6th Edition*. Boston, MA: Pearson.

Johns, J. (2005). *Basic Reading Inventory, 9th Edition*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Running Record Conventions (50 points)	b,c	10%
Basic Reading Inventory (100 pts)	a, b, c	20%
Changes across time-running records (125 pts)	a,b,c,d,e	25%
Case study/Diagnostic Report (75 points)	c,e	15%
Class Participation (100 pts)	a,b,c,d,e	20%
Final Exam (50 pts)	a,b,c,d	10%

6. GRADING SCALE:

A	500-470
A-	469-450
B+	449-430
B	429-420
B-	419-400
C+	399-380
C	379-370
C-	369-350
D+	349-330
D	329-320
D-	319-300
F	299 and below

- **This syllabus is subject to change at the discretion of the instructor.**
- **Regular class attendance is required. Attendance will be taken at each class meeting. Missing more than one class during the semester will result in a grade reduction. Absences can consist of missing an entire class meeting as well as accumulated tardies and/or leaving class early.**
- Class participation points are based on active involvement in class activities, discussions, and observations. Class participation points cannot be made up outside of class.
- Points will be deducted for assignments turned in after the due date unless previous arrangements have been made with the instructor.
- An incomplete (I) grade is only given due to personal illness or family emergency. The majority of the coursework must be completed before consideration for an incomplete grade will be given.
- **Changes made to this syllabus, if any, will be announced in class. It is the student's responsibility to contact another class member regarding any announcements made during a missed class.**

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

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 another person's 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 Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

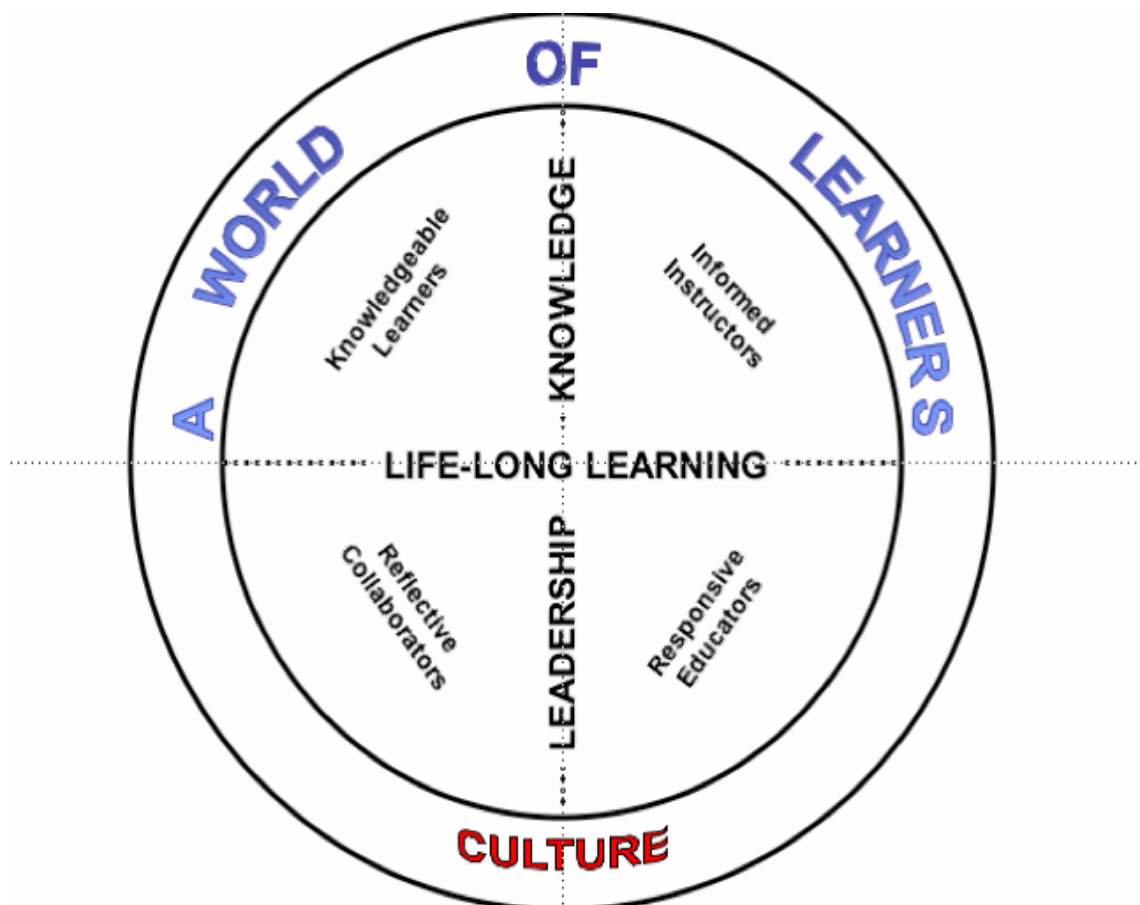
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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 knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of 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 a “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 the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education 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.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, 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