



Course Syllabus

COMM 5950	COURSE TITLE: Diagnosis/Correction of Reading Problems	Fall 2, 2008
SITE: STL	INSTR: Dr. Phyllis Wilkinson, Webster Hall 227C, 314-968-7096, cell 618-580-8809 wilkinsp@webster.edu (BEST WAY TO CONTACT)	CREDIT HOURS: 3 credit hours

- 1. COURSE DESCRIPTION: This course emphasizes effective use of assessment for detecting and preventing reading difficulties. We will explore materials and methods for developing a student-centered approach which builds on strengths and address needs. The study of specific problems with corrective procedures and instructional plans will include a thorough analysis of strategies used, miscues, comprehension, interests and reading rate. Each graduate student will construct a case report for one struggling reader with analysis and recommendations for home and school.**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will diagnose reading strengths and needs for one student, a struggling reader, based on knowledge of reading development in all areas: phonemic awareness; phonics and decoding strategies; fluency; comprehension; critical literacy. Report outcomes to colleagues, caregivers, and classroom teachers, as appropriate.	.IRA Foundational Knowledge 1.3 ; 1.4 IRA Assessment, Diagnosis, Evaluation 3.1; 3.2; 2.3, 3.4	Knowledgeable Learner 1.1, 1.2; 1.4. Informed Instructor 2.1; 2.2; 2.4.
Students will provide instruction with activities to build on strengths and meet needs of individual students and small groups.	Instructional Strategies and Curriculum Materials IRA 2.1; 2.2; 2.3	Responsive Educator 3.1; 3.2; 3.4.

Students will assess interests, attitudes, motivation; demonstrate awareness of linguistic differences and backgrounds in order to motivate life-long readers.	Create a Literate Environment IRA 4.1; 4.2; 4.3; 4.4.	Informed Instructor 2.1; 2.2; 2.4. Knowledgeable learner 1.3. Responsive Educator 4.1; 4.2; 4.3
Students will consult with colleagues and professor to refine process of assessment and instruction; student will demonstrate strategies for colleagues; students will share ideas and display positive dispositions; students will read about best practices and relevant research for discussions and to evaluate programs; students will provide feedback for other professionals.	Professional Development IRA 5.1; 5.2; 5.3; 5.4.	Reflective Collaborator 3.1; 3.2; 3.4.

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

WEEK 1: Introduction of class members; Review of course objectives and syllabus

Reading as a Process; Principles of Assessment and Diagnostic Teaching

Interest Inventories, Attitude toward Reading, Motivation, Self-Concept, Anecdotal records.

READ: Chapter 1 of Gillet and Temple text (GT); Handouts and sample diagnostic report given in class

Article: "Behind Test Scores: What Struggling Readers Really Need," *The Reading Teacher* (2004).

WEEK 2: Report on observation of a child at one of the stages of reading development (handout from Week 1); Also results from Burke Reading Inventory.

Informal and Formal Measures of Reading Ability: What can we learn from them?

Intellectual Factors and Reading Expectancy; Stages of Reading Development

Running Records and Inventories: A close-up look

In class: Practice marking and analyzing

Read: Sections 1 and 2 in Jerry Johns; Chapter 2 in GT.

WEEK 3: Determining Levels and Analyzing Strategies for Decoding and Comprehending

Role of fluency and rate in comprehending and becoming a proficient reader.

Focus on using demonstrated strategies and difficulties to determine strengths and needs.

Analyzing and Synthesizing data with linguistic, contextual analysis

DUE: Running Record Assignment (See Attached)

Read: Chapter 3. and parts of 5 and 11 GT.

Review sections of *Basic Reading Inventory* (Passages and questions and retelling).

WEEK 4: Reading, analyzing and reflecting on case studies of readers at all stages and all ages!

Small groups report on cases read and studied.

Discussion of areas for teaching focus: phonemic awareness, phonics, vocabulary development, decoding, fluency, comprehension (literal, inferential, evaluative), rate, strategy use, motivation.

Principles of remediation in an “authentic literacy environment.” How to create positive literacy environments and differentiate instruction.

Read: Chapter 3

WEEK 5: Midterm Examination: Respond and assess literacy development and levels of a student from a case study (done in class).

Discussion of corrective teaching strategies. *Balanced Literacy in the Classroom*.

“Coaching” word recognition development and strategic reading.

Groups work on presentations of strategy for particular reading problem.

Read: “What Can I Say Besides Sound it Out?” *The Reading Teacher* (2004).

Chapter 6 and 11 in GT

WEEK 6: Review of leveled materials and how to decide what is “easy” reading, “just right” reading, and “read to” materials. Role of good literature. Demonstration of Guided Reading.

Linguistic differences and styles of learning; assessment of vocabulary development and spelling emergent stages and beyond.

How reading affects writing; how writing affects reading.

Group presentations of strategies: bring copies of description for all colleagues in course.

Read: “Help for the Struggling Upper-Grade Elementary Readers,” (2004) *The Reading Teacher*.

Read: Chapter 7 and 8.

WEEK 7: Corrective teaching strategies for comprehension and vocabulary development. Narrative and Expository Text. Problems of older readers and adults. Focus on “Reading to Learn.”

Study skill strategies.

Special needs: What are the multiple definitions of dyslexia and what a reading specialist needs to know.

Draft of full case report due: Conferences with instructor and feedback from colleagues.

Read: Chapter 9.

WEEK 8: Presentations to class of summary of case report with focus on instructional strategies to be used and recommendations for home and school.

Celebrate our learning!

Final Course Evaluations

2. RESOURCES: Gillet & Temple. *Understanding Reading Problems* (required text.)

Johns. (2005). *Basic Reading Inventory, Ninth Edition*.

Johns & Lenski. *Improving Reading: Strategies and Resources*.

3. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
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Running Record with Analysis	Assessment for teaching.	15%
Diagnosis and Demonstration of Strategy for Colleagues (specific problem area)	Ongoing assessment to inform teaching strategies; Professional development/collaboration..	15%
Case Report: Analysis of Strengths and Needs: Includes documentation from all assessments.	Application of knowledge and holistic evaluation of student.. Integration of multiple types of assessment data.	55%
Recommendations for instruction at school and support at home; Suggested books at appropriate level.	Communicating with parents and teachers to support reading instruction, choosing materials, supporting literacy of students.	15%

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

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 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:

(Instructor may list specific consequences here)

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

5. ACCESSIBILITY/ACCOMODATIONS 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.

if desired).