



### Course Syllabus

<b>COURSE NUMBER:</b> EDUC 4700 SPED 5040	<b>COURSE TITLE</b> Analysis and Correction of Reading Disabilities	<b>TERM:</b> Fall, 2008
<b>SITE:</b> Webster Hall, Room TBA	<b>INSTRUCTOR CONTACT INFORMATION:</b> Connie Wolff Work Phone :(636) 938-2400, ext. 2110 Home Phone: (636) 236-5460 Email: <a href="mailto:wolffconstance@rockwood.k12.mo.us">wolffconstance@rockwood.k12.mo.us</a> ; or <a href="mailto:singsatsunrise@yahoo.com">singsatsunrise@yahoo.com</a>	<b>CREDIT HOURS:</b> 3

#### 1. COURSE DESCRIPTION:

This course 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.

#### 2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities.  1.2 Students have increased awareness of current research findings.	Special education graduates demonstrate knowledge of the history and development of special education, characteristics of students with disabilities, and the principles and foundations underlying best practices for students with disabilities. (CEC Standard 2 Development and Characteristics of LearnersGC7K4)	Goal 1: Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
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	Special education graduates design, adapt, and modify effective assessment plans, instructional strategies and curricula, and/or services based on current research regarding cognitive, social and emotional development in students	Goal 2: Informed instructors incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

<p>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 competency for students with reading disabilities through prescriptive teaching.</p>	<p>with disabilities. (CEC Standard 8; 4;6; 7; CC4S3; GC4S12; GC4S14; GC6S3CC7S6; CC8K3; CC8k4; CC8S1; CC8S2; CC8S4; CC8S5; CC8S8;CC8S9;CC8S10)</p>	
<p>3.1 Special education graduates reflect on and improve the quality of life for students with disabilities through improved learning outcomes and educational opportunities (improved achievement).</p>	<p>Special education graduates reflect on their roles as educators to improve learning outcomes, and collaborate with families, and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities. (CECStandard 9; 10; CC9S11; CC9S5)</p>	<p>Goal 3: Reflective collaborators reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.</p>
<p>4.1 Students have increased awareness of the need to develop teaching strategies sensitive to the needs of all students in our multicultural society.</p>	<p>Special education graduates value, recognize and address the unique individual abilities and differences of students with special needs. (CEC Standard 3; CC3K5; GC3K1; GC4S3; GC4S4; GC9S6)</p>	<p>Goal 4: Responsive educators demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p>

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

#### WEEK 1: August 26, 2008

Content – Assessment of students’ reading knowledge

Historical perspectives – Characteristics of Learners

Overview of Assessment

Overview of Reading Assessment

Activities – Survey – Lecture - Read “To Think Like a Teacher” pages 54- 57/discussion , pretest of course content

Assignment – study lecture notes

Copy Pages of IRI – Form B Student Decoding and Form B Teacher Decoding

#### WEEK 2: September 2, 2008

Content – Interpreting data of others – Introduction to IRIs – Vocabulary of Decoding - Decoding Assessment- creating your own tools/IEPs

Activities – Homework Evaluation, Lecture – practice administering decoding tools – practice with Decoding Error Analysis

Assignment – Administer 3 IRI decoding tests with 2 written error analysis

Develop an assessment tool used to monitor student progress on a specific objective

-study lecture notes

#### WEEK 3: September 9, 2008

Content: Readability/ Comprehension Assessment/ Vocabulary of Comprehension/ IEPs

Activities – Homework evaluation, lecture, practice administering tools – practice in error analysis

Assignment – Administer 3 IRI comprehension tests with 2 written error analysis

- study lecture notes

#### WEEK 4: September 16, 2008

Content – Fluency Assessment/IEPs

Activities – Homework evaluation, lecture, practice administering tools – practice error analysis

Assignment – Administer 3 fluency tests with 2 written error analysis

Read “To Think Like a Teacher” – Chapter 6, pages 86-93

- study lecture notes

#### Week 5: September 23, 2008

Content – Phonemic Awareness Assessments/IEPs

Activities – Homework evaluation, lecture, practice administering tests, error analysis

Assignment – Complete 2 phonemic Awareness assessment/Complete Goals/benchmarks of an IEP

Read “To Think Like a Teacher” – Chapter 4, pages 47-51

Read “To Think Like a Teacher” – Chapter 7, pages 106-108

- study lecture notes

#### Week 6 : September 30, 2008

Content – Linking Assessment Results to Elements of Lesson Design/ Active Participation

Activities – Homework evaluation, lecture, discussion, practice, group lesson planning, discussion of research locations

Assignment – Read “To Think Like a Teacher” – Chapter 5, Pages 68-70

Read “To Think Like a Teacher” – Chapter 5, pages 81 -85

Locate and read research article on an assigned principle - Submit research log and results

- study lecture notes

#### Week 7: October 7, 2008

Content – Linking Assessment Results to Principles of Teaching Basic Concepts/ Progress Monitoring

Activities – Homework evaluation, research support presentations, discussion, application of principles

Assignment – Read “To Think Like a Teacher” – Chapter 7, pages 111- 112

- study for exam

#### Week 8: October 14, 2008

Content – Mid term exam/Final Project Explanation  
Activities – Exam, discussion, lecture, group construct a task analysis  
Assignment – Read “To Think Like a Teacher” – Chapter 7, pages 109- 111  
Read National Reading Panel Summary of Decoding

**FALL BREAK: October 21, 2008**

Week 9: October 28, 2008

Content – Linking Assessment Results to Strategies Instruction/Task Analysis  
Activities – Homework evaluation, research review, lecture, discussion, practice  
Assignment – study lecture notes

Week 10: November 4, 2008

Content – Linking Assessment Results to Approaches to teaching reading  
Teaching Decoding / Sight Words/Research review  
Activities – Homework evaluation, review of research, lecture, discussion, practice  
Assignment – Begin teaching 10 lessons/log  
Read National Reading Panel Summary of Comprehension  
- study lecture notes

Week 11: November 11, 2008

Content – Linking Assessment Results to Teaching Phonemic Awareness / Research Review  
Activities – Homework evaluation, review of research, lecture, discussion, group work  
Assignment – study lecture notes

Week 12: November 18, 2008

Content – Linking Assessment Results to Teaching Fluency/ Research Review  
Activities – Homework evaluation, review of research, discussion, lecture, practice  
Assignment – Read National Reading Panel Summary of Phonemic Awareness  
- study lecture notes

Week 13: November 25, 2008

Content – Linking Assessment Results to Teaching Comprehension / Readability/Research Review  
Activities – Homework evaluation, review of research, lecture, group discussion, review of literature  
Assignment – Read National Reading Panel Summary of Fluency  
- study lecture notes

Week 14: December 2, 2008

Content – Linking Assessment Results to Developing a Strategy/ Appropriate practice activities  
Activities – Homework evaluation, research review, lecture, discussion, practice  
Assignment – Read “To Think Like a Teacher” – Chapter 5, pages 77  
- study lecture notes

Week 15: December 9, 2008

Content – Linking Assessment Results to Differentiating Instruction/Materials Evaluation/ Diversity  
Activities – Homework evaluation, lecture, practice, application activity  
Assignment – Read “To Think Like a Teacher” Chapter 3- all  
Complete case study of student you have worked with- be sure to include your unanswered questions  
- assessment results that led to instructional plan  
- rationale for instructional plan  
- instructional log  
- instructional results

Week 16: December 16, 2008

Content – Case Study Presentations  
Activities – Presentation, evaluation

**4. RESOURCES:**

**Required Text(s):**

1. To Think Like A Teacher: Cases for Special Education Interns and Novice Teachers by Mark Goor and Karen Santos, published in 2002 by Allyn and Bacon.
2. Basic Reading Inventory by Jerry Johns, Kendall/Hunt Publishing Company, Dubuque, IA, 2001.

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

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
Attendance	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities.	80 points – 10%
Homework Evaluation	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 1.2 Students have increased awareness of current research findings.	140 points – 17.5%
Administration of tests - 3 decoding/2 error analysis(50) - 3 comprehension/2 error anal(50) - 3 fluency/2 error anal(50) -2 phonemic awareness(50)	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 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.	200 points – 25%
Research Basic Principle	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 1.2 Students have increased awareness of current research findings.	30 points – 3.75%
Midterm Exam	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities. 2.2 be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties.	100 points – 12.5%
Case Study Assessment and Instructional Plan	1.1 Special education graduates will be knowledgeable about the characteristics of learners with	200 points – 25%

	<p>reading disabilities.</p> <p>1.2 Students have increased awareness of current research findings.</p> <p>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.</p> <p>2.2 be able to analyze assessment data in developing effective instructional strategies for remediation / correction of specific reading difficulties.</p> <p>2.3 be able to develop specific strategies to increase reading competency for students with reading disabilities through prescriptive teaching.</p> <p>3.1 Special education graduates reflect on and improve the quality of life for students with disabilities through improved learning outcomes and educational opportunities (improved achievement).</p>	
Materials Evaluation – group project done in class	4.1 Students have increased awareness of the need to develop teaching strategies sensitive to the needs of all students in our multicultural society.	50 points – 6.25%
Total		800 points – 100%

## 6. GRADING SCALE:

- A = 90% or better superior work (720+ points)
- B= 80% to 90% good work (640-719 points)
- C= 70% to 79% average work (560-639 points)

**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

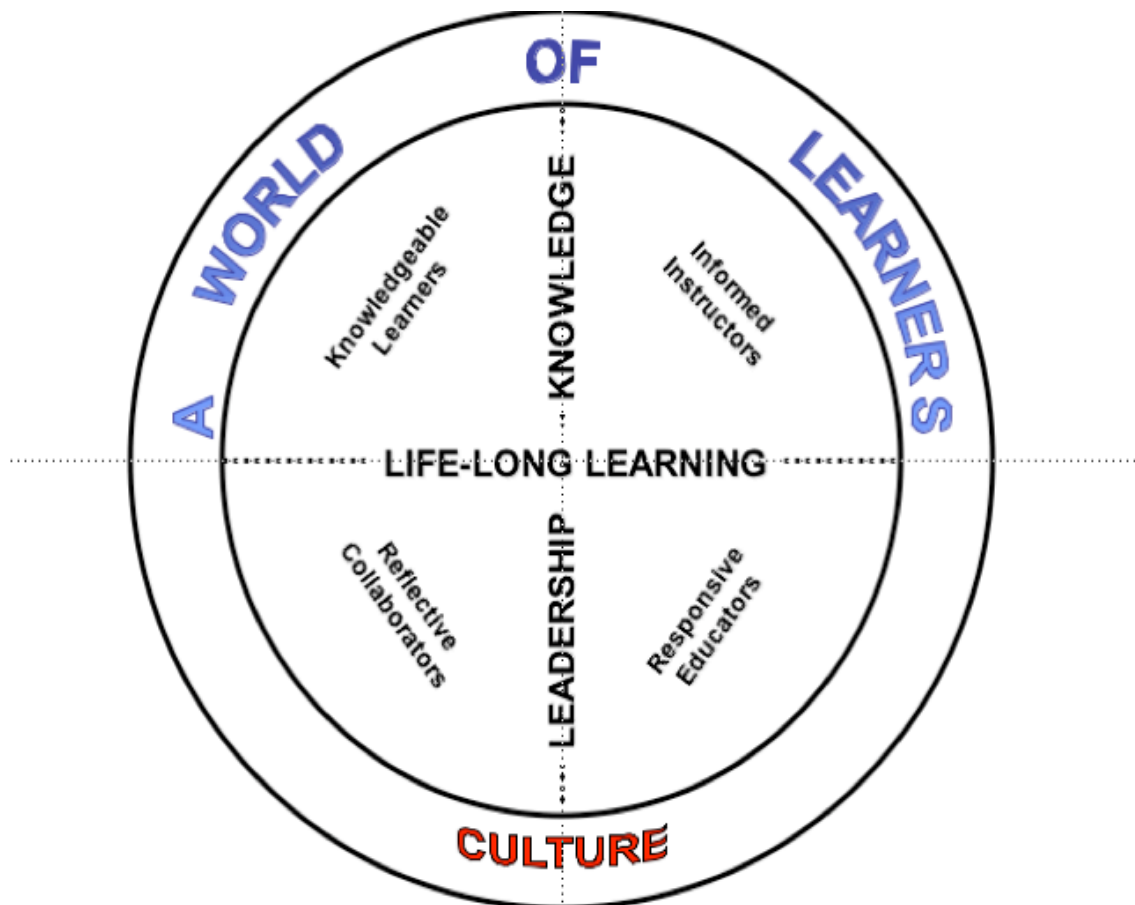
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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