



Course Syllabus

COURSE NUMBER: EDUC 4700 SPED 5040	COURSE TITLE: Analysis and Correction of Reading Disabilities	TERM: Fall 2009
SITE: WEBH 403 5:30-8:30	INSTRUCTOR CONTACT INFORMATION: Donna Schultz Work Phone : Home Phone: (636) 671-3397 Email – dkschultz@ssdmo.org	CREDIT HOURS: 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, MO-STEP and Professional 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	Special education graduates design, adapt, and modify effective assessment plans, instructional strategies and curricula, and/or services based on current research	Goal 2: Informed instructors incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

<p>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>regarding cognitive, social and emotional development in students with disabilities.</p> <p>(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.

Aug. 25 - WEEK 1:

Content – Overview – Syllabus – Books - Expectations

Assessment of students' reading knowledge

What is the National Reading Panel?

Historical perspectives – Characteristics of Learners

Overview of Assessment

Overview of Reading Assessment

Activities – Survey – Lecture

Assignment – Research an assigned normed test

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

Sept. 1 - WEEK 2:

Content –Review of normed reading tests

Interpreting data of others

Introduction to IRIs

Vocabulary of Decoding

Decoding Assessment

Decoding error analysis

Creating your own decoding assessment tools

Model of written analysis

IEP goals - decoding

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

Prepare for quiz

Sept. 8 - WEEK 3:

Content: Understanding Readability

Vocabulary of Comprehension

Comprehension Assessment

Comprehension error analysis

IEP goals - comprehension

Activities – Quiz - homework evaluation, lecture, practice administering comprehension tools – practice in error analysis

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

Prepare for quiz

Sept. 15 - WEEK 4:

Content – Fluency Assessment

Fluency Norms

IEP goals - fluency

Activities – Quiz -homework evaluation, lecture, practice administering fluency tools – practice error analysis

Assignment – Administer 3 fluency tests with 2 written error analysis

Prepare for quiz

Sept. 22 - WEEK 5:

Content – Phonemic Awareness Assessments

IEP goals

Activities – Quiz - homework evaluation, lecture, practice administering tests, error analysis

Assignment – Complete 2 Phonemic Awareness assessments with written analysis of each

Sept. 29 - WEEK 6:

Content – Stages of learning

Principles of Teaching Basic Concepts

Model presentation of research article

Activities – Quiz - homework evaluation, research to support presentations, discussion, application of principles

Assignment – Locate and copy an article that supports or refutes the principals presented in class – present article in class

Oct. 6 - WEEK 7:

Content – Elements of Lesson Design

Active Participation

Activities –Article presentations, lecture, discussion, practice, group lesson planning,

Assignment – Locate and copy an article that supports or refutes the elements of lesson design or active participation - with written comments - No Presentation

Prepare for open book exam

Oct. 13 - WEEK 8:

Content – Midterm exam

Activities – Exam

Assignment – Read National Reading Panel Summary of Decoding – Summary pages 8-11

Read “Teaching Reading is Rocket Science”

Read Chapter 1 – To Think Like a Teacher

Assign Facilitators

Break - October 20

Oct. 27 - WEEK 9:

Content – Return Mid-terms

Book Lesson– Facilitator _____

Approaches to teaching reading

Review of the research - decoding

Teaching Decoding

Teaching Sight Words

Activities – Book lesson and discussion, review of research, lecture, discussion, practice

Assignment - Read National Reading Panel Summary of Comprehension – Summary pages – 13-16

Read chapter 2 - To Think Like a Teacher

Nov. 3 - WEEK 10:

Content – Book Lesson - Facilitator _____

Research Review - Comprehension

Teaching Comprehension

Readability

Activities – Book lesson and discussion, review of research, lecture, discussion, practice

Assignment – Read National Reading Panel Summary of Fluency – Summary pages 11-13

Read chapter 3 - To Think Like a Teacher

Nov. 10 - WEEK 11:

Content – Book Lesson – Facilitator - _____

Lesson Planning – Project
Research Review - Fluency
Teaching Fluency

Activities – Book Lesson, review of research, discussion, lecture, practice

Assignment – Read National Reading Panel Summary of Phonemic Awareness – Summary pages 7-8

Read chapter 4 - To Think Like a Teacher

Begin Tutoring project

Nov. 17 - WEEK 12:

Content – Book Lesson – Facilitator - _____

Review Tutoring plans

Research Review – Phonemic Awareness

Teaching Phonemic Awareness

Activities – Book Lesson, tutoring plan evaluation, review of research, lecture, discussion, practice

Assignment – Tutoring sessions

Read chapter 5 -To Think Like a Teacher

Nov. 24 - WEEK 13:

Content – Book Lesson – Facilitator - _____

Academic Support activities

Practice Writing Objectives

Diverse Learners/ differentiation

Activities -

Assignment – Tutoring sessions

Read chapter 6 -To Think Like a Teacher

Develop an academic support activity to support diverse learners – based on specific objective

Dec. 1 - WEEK 14:

Content – Book lesson – Facilitator _____

Presentation of academic support activity

Activities – Expectations for Final Project - Presentation

Assignment - Read chapter 7 -To Think Like a Teacher

Dec. 8 - WEEK 15:

Content – Book lesson – Facilitator _____

Activities –

Assignment –

Complete case study of student you have worked with- be sure to include your unanswered questions

- assessment results that led to instructional plan

- rational for instructional plan

- instructional log

- instructional results

Dec. 15 - WEEK 16:

Content – Case Study Presentations

Activities – Presentations 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)

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance 25 points per night	1.1 Special education graduates will be knowledgeable about the characteristics of learners with reading disabilities.	400 points – 33%
Homework Evaluation and small quizzes 4 quizzes–20 points each= 80 Decoding assessment tool = 20	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.	100 points – 8%
Administration of tests - 3 decoding/2 error analysis(50) - 3 comprehension/2 error anal(50) - 3 fluency/2 error anal(50) -2 phonemic awareness(20)	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.	170 points – 14%
Research Basic Principle Basic Concepts – 25 points Reading – 25 points	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.	50 points – 4%
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.	150 points – 12%
Presentations Presentation of research – 20 points Presentation of tutoring – 50 points Book Lesson Presentation – 50 pts	1.2 Students have increased awareness of current research findings. 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	120 points - 10%
Case Study Assessment and instructional plan Lesson Planning – 100 points Written summary of tutoring - 100	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. 2.1 increase knowledge of formal and informal reading assessment instruments, including test administration and	200 points – 17%

	<p>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>	
Academic Support Activity and Presentation	<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>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>	20 points – 2%
Total		1210 points – 100%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

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.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted to turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade will be reduce by one-half letter grade reduction (e.g., A to A-). **Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course. Students who miss the equivalent of three or more weeks of a 16-week class are advised to withdraw; a NC may be issued for the course.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

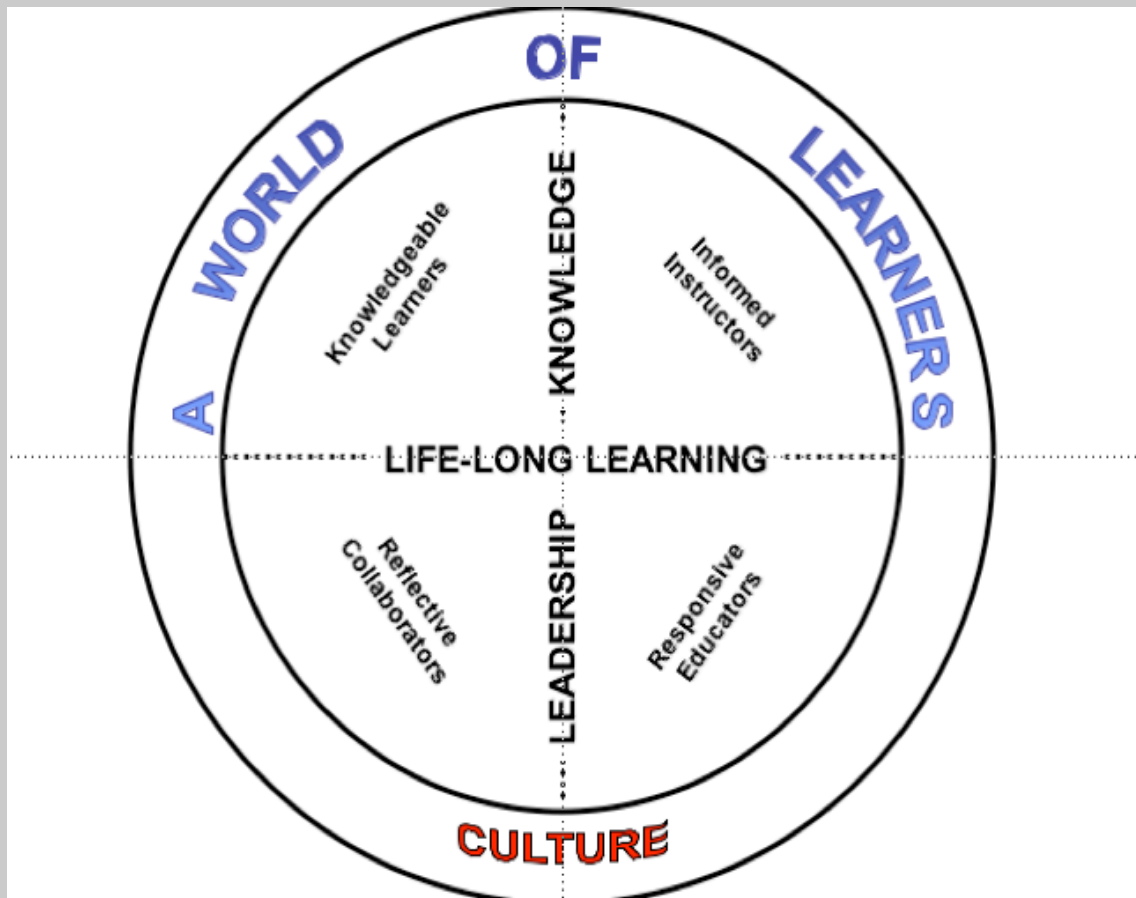
This syllabus is subject to change at the discretion of the instructor.

SCHOOL OF EDUCATION

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

Mission: The **Error! Reference source not found.** 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 mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. 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.

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.