

## Course Syllabus

**COURSE NUMBER: COMM 5950 02****COURSE TITLE: Diagnostics and Corrections of Reading Problems****TERM: Spring, 2006**

**Thursday**

**5:30 - 8:30 p.m.****SITE: WEBG**

**WGSD 362****INSTRUCTOR CONTACT INFORMATION:**

**Debi Porter**

**636-688-6384 (H)**

**636-272-2709 (W)**

**Debraporter91@webster.edu****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 2 case reports (1) An Observation Survey of Early Literacy Achievement and (2) a Basic Reading Inventory, specific plans for remediation and a final exam 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 of 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.

01/19/06

Introductions

Types of Assessment

Course Description

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

The many sides of Reading

What Teachers need to Know about Reading Assessment?

The Reading Process

Trends in Assessment  
Running records, monitoring spelling and writing progress  
ASSIGNMENT for 01/26/06:  
Gillet, Chapters 1, 2, & 3  
Reading and Its Assessment  
Assessment for Internal Audiences (Ongoing)  
Assessment for Internal Audiences (Periodic)  
Read assigned handout  
Journal Reflection # 1

01/26/06      DUE: Journal Reflection # 1  
Gillet; Chapters 1, 2, 3  
Levels of reading ability  
Administering, scoring and interpreting  
Informal Reading Inventory  
Practice administering a running record  
ASSIGNMENT for 02/02/06:  
Clay, Chapters 1, 2, 3, 4  
Changes in early literacy  
Reading and Writing: processing the information in print  
Assisting young children making slow progress  
Concepts About Print  
Journal Reflection #2  
Read assigned handouts

02/02/06      DUE: Journal Reflection #2  
Clay; Chapters 1, 2, 3, 4  
Systematic Observation  
Standardized Tests  
Early intervention  
Observing Progress  
Interpretation of Observation Scores  
Practice Running Record  
ASSIGNMENT for 02/09/06  
Clay, Chapter 5  
Taking running records  
Journal Reflection # 3  
Read assigned handouts

2/09/06 DUE: Journal Reflection # 3  
Clay; Chapter 5  
Running Records  
Administering, scoring, & interpreting results  
Practice Running Record  
Score and interpret results  
ASSIGNMENT for 02/16/06  
Clay, Chapters 6, 7 & 8  
Observation tasks  
Summarizing Observation Survey  
Journal Reflection # 4  
Read assigned handouts

2/16/06 DUE: Journal Reflection # 4  
Clay; Chapters 6, 7 & 8  
Observation Tasks  
Letter Identification  
Word Reading  
Writing Vocabulary  
Hearing and recording sounds in words  
Summarizing Observation Survey results  
Preparing for Observation Survey  
ASSIGNMENT for 02/23/06  
Begin administering Clay's Observation  
Survey of Early Literacy Achievement  
(DUE 03/09/06)  
Gillet; Chapter 5  
Assessment for External Audiences  
Journal Reflection # 5

2/23/06 RESEARCH AND INDIVIDUAL CONFERENCING

3/02/06 DUE: OBSERVATION SURVEY of EARLY  
LITERACY ACHIEVEMENT  
Journal Reflection # 5  
Gillet; Chapter 5  
Assessment for External Audiences  
Formal Measures  
Reliability & validity  
Interpreting test results  
Norm and criterion referenced tests  
State Standards and Assessment  
ASSIGNMENT for 03/09/06  
Gillet, Chapter 7  
Assessing and Teaching Developing  
Readers  
Journal reflection # 6  
Jerry John's Basic Reading Inventory

Chapters 1, 2, 3, & 4

- 3/09/06      *DUE: Gillet, Chapter 7*  
*Jerry John's, Chapters 1, 2, 3, & 4*  
*Journal Reflection # 6*  
Assessing and Teaching Developing Readers  
Phonics and word study  
Sight Vocabulary  
Fluency  
Word Analysis Strategies  
Vocabulary & Comprehension  
Administering and Scoring of BRI  
Determining three reading levels  
*ASSIGNMENT for 03/23/06*  
*Jerry John's, Chapters 5, 6, 7, & 8*  
*Gillet, Chapters 8 & 9*  
Mature and Adolescent Students  
Learning to read to reading to learn  
Journal Reflection # 7  
Reading problems
- 3/16/06      NO CLASS
- 3/23/06      *DUE: Jerry John's Chapters 5, 6, 7, & 8*  
*Gillet, Chapters 8 & 9*  
*Journal Reflection # 7*  
Model of Instruction  
Pre-reading, building knowledge and reflection  
Patterns of text and vocabulary  
Organizing Jerry John's BRI  
*ASSIGNMENT for 03/30/06*  
Begin Administering BRI for Case Study  
(Due 04/20/06)  
Miller, Chapters 1, 2, 3, 4 & 5  
Reading with Meaning  
(Due 04/06/06)  
Journal Reflection # 8
- 3/30/06      Individual Conferencing of Case study
- 4/06/06      *DUE: Miller, Chapters 1, 2, 3, 4, & 5*  
*Journal Reflection # 8*  
Comprehension in the Primary Grades  
Book Talk  
Be prepared to share ideas of implementing

Comprehension strategies in the primary classroom  
Writing Strategies for struggling writers  
(Step Up to Writing)  
ASSIGNMENT for 04/20/06  
Miller, Chapters 6, 7, 8, 9, 10 & 11  
Reading with Meaning  
Journal reflection # 9

- 4/13/06 NO CLASS  
Work on Case study
- 4/20/06 DUE: CASE STUDY  
Miller, chapters 6, 7, 8, 10 & 11  
Journal Reflection # 9  
Comprehension in the Primary Grades  
Book Talk  
S. P. I. R.E.  
Strategies for struggling students
- 4/27/06 CASE STUDY PRESENTATIONS WITH  
REMEDIAL RECOMMENDATIONS
- 5/04/06 NO CLASS
- 5/11/06 FINAL

### 3. RESOURCES:

Understanding Reading Problems, 6<sup>th</sup> Ed., Gillet and Temple, 2004  
Basic Reading Inventory, 8<sup>th</sup> Ed., Jerry Johns, 2001  
Reading with Meaning, Debbie Miller, 2002

An Observation Survey of Early Literacy Achievement, 2<sup>nd</sup> Ed., Marie Clay, 2004  
The Literacy Dictionary, Harris & Rogers, 1995

4. **EVALUATION:**

<b>In Class Reflections</b>	<b>50 points</b>
<b>Early Literacy Observation Survey</b>	<b>150 points</b>
<b>BRI Case Study/Diagnostic Report</b>	<b>150 points</b>
<b>Remediation Recommendations</b>	<b>100 points</b>
<b>Class Participation</b>	<b>50 points</b>
<b>Final</b>	<b>100 points</b>
	<b>600 points</b>

**GRADING SCALE:**

<b>100-90</b>	<b>A</b>
<b>89-80</b>	<b>B</b>
<b>79-70</b>	<b>C</b>
<b>69-65</b>	<b>D</b>
<b>Below 65</b>	<b>F</b>

- ⊘ **Reflective Journaling (9)**
- ⊘ **Early Literacy Observation Survey/Report**
- ⊘ **BRI Case Study/Diagnostic Report**
- ⊘ **Final**

- } **ALL ASSIGNMENTS ARE TO BE TYPED**
- } **EACH REFLECTIVE JOURNALING AT LEAST 1 PAGE IN LENGTH**
- } **DIGNOSTIC REPORT RECOMMENDATIONS MUST BE SUPPORTED BY RESEARCH**
- } **USE WEBSTER UNIVESITY SCHOOL OF EDUCATION GUIDELINES FOR APA FORMAT WHEN COMPLETING ALL REPORTS**
- } **LATE ASSIGNEMNTS WILL NOT BE ACCEPTED**
- } **ATTENDANCE IS VERY IMPORTANT STUDENTS MISSING MORE THAN 1 CLASS WILL HAVE THEIR OVERALL GRADE LOWERED BY ONE LETTER GRADE**
- } **PLEASE TURN YOUR CELL PHONES OFF DURING CLASS**

**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)**

**This syllabus and schedule of assignments are subject to change.**

**Email correspondence:**

**No personal email addresses/must use Webster email address**

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

**5. 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 a 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:

Academic Dishonesty will result in failing the course

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

## 6. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, 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 knowledges, 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 reflection 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 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 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 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 the goals and integrated concepts. Each quadrant represents one of the school’s four goals for education candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, 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 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
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