



Course Syllabus

<b>COMM 5950</b>	<b>COURSE TITLE: Diagnosis/Correction of Reading Problems</b>	<b>Spring 1, 2007</b>
<b>SITE: STL</b>	<b>INSTR: Dr. Phyllis Wilkinson, Webster Hall 227C, 314-968-7096, wilkinsp@webster.edu</b>	<b>CREDIT HOURS: 3 credit hours</b>

- 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	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

linguistic differences and backgrounds in order to motivate life-long readers.		
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
Running Record with Analysis		15%
Diagnosis and Demonstration of		15%

Strategy for Colleagues (specific problem area)		
Case Report: Analysis of Strengths and Needs: Includes documentation from all assessments.		55%
Recommendations for instruction at school and support at home; Suggested books at appropriate level.		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:**

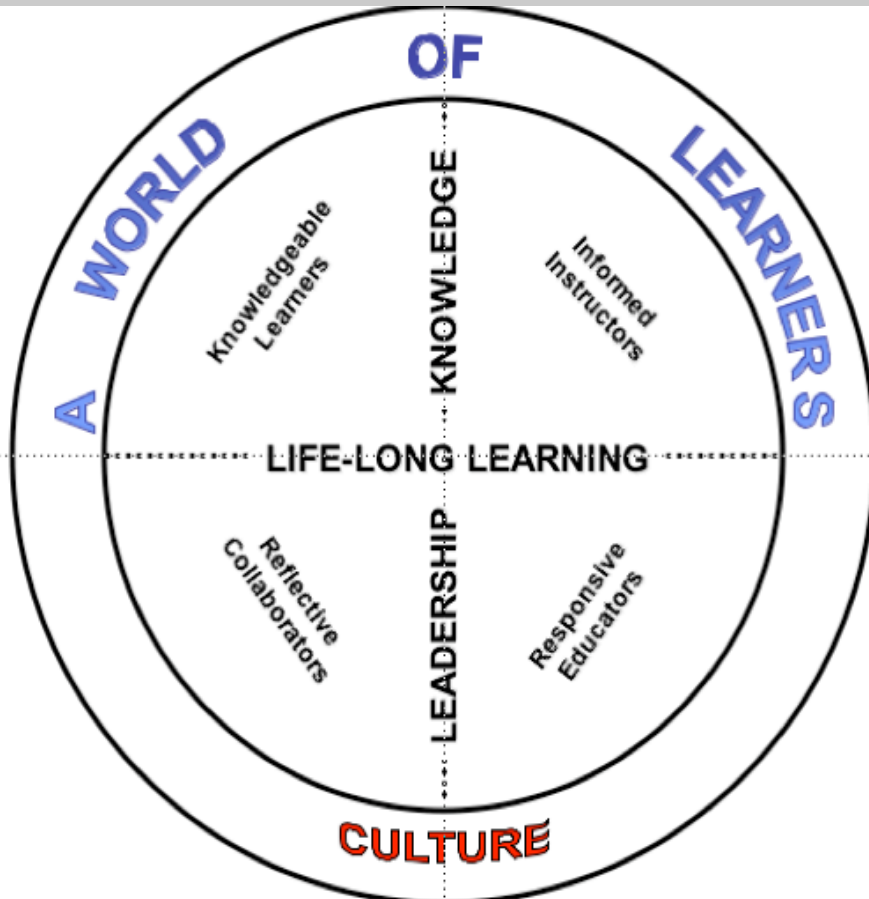
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

## **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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).