



Course Syllabus

COURSE NUMBER: COMM 5950 02	COURSE TITLE Diagnosis of Reading Problems	TERM: Spring, 2007 Tuesday 5:30 p.m. – 8:30 p.m.
SITE: WGSD KEEP CHECKING FOR ROOM ASSIGNMENT	INSTRUCTOR CONTACT INFORMATION: Debi Porter 636-272-2709 (W) Debraporter91@webster.edu debiporter@sbcglobal.net	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 BASIS 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 presentations, out-of-class assignments and exams.

******CELL PHONES ARE TO BE TURNED OFF DURING CLASS******

January 16, 2007

Introductions

Course Description

Complete Information Card

“What is your first memory of learning to read?”

Chapter 1 (Gillet, Temple and Crawford)

Reading and Its Assessment

- 1) **The Many Sides of Reading**
- 2) **What Teachers Need to Know about Reading Assessment**
- 3) **The Reading Process and Reading Problems**
- 4) **Changing Trends in Assessment**

Chapter 2 and 3 (Gillet, Temple and Crawford)

Assessment for Internal Audiences: Ongoing and Periodic Assessment)

January 23, 2007

Chapters 2 and 3 Continued (Gillet, Temple, and Crawford)

- 1) **Running Records**
- 2) **Observations of Reading Behaviors**
- 3) **Monitoring Types and Difficulty of Texts Read**
- 4) **Levels of Reading Ability**
- 5) **Informal Reading Inventories**
- 6) **Administering and Informal Reading Inventory**
- 7) **Scoring an Informal Reading Inventory**
- 8) **Interpreting an Informal Reading Inventory**

Chapter 5 (Gillet, Temple, and Crawford)

Assessment for External Audiences: Formal Measures

- 1) **Understanding Formal Measures**
- 2) **Characteristics of Tests**
- 3) **Interpreting Test Results**
- 4) **Norm-Referenced Tests**
- 5) **Criterion-Referenced Tests**

January 30, 2007

Quiz over Chapters 1, 2, 3, & 5 (Gillet, Temple and Crawford)

Chapters 1, 2, 3 & 4 (Clay)

WHAT IS AN OBSERVATION SURVEY?

- 1) **Observing change in early literacy behaviors**
- 2) **Reading and writing: Processing the information in print**
- 3) **Assisting young children making slow progress**
- 4) **Concepts About Print**

VIDEO

February 6, 2007

Chapter 5 (Clay)

- 1) **Taking records of reading continuous texts**

VIDEO

Practice administering a running record

February 13, 2007

Chapters 6 and 7 (Clay)

- 1) **Observation Tasks: Letter Identification, Word Reading, Writing Vocabulary, Hearing and Recording Sounds in Words**
VIDEO
- 2) **Summarizing the Observation Survey Results**

February 20, 2007

Administering an Observation Survey

Explanation of Observation Survey Assignment (DUE FEBRUARY 27, 2007)

Quiz over Chapters 1 through 7 (Clay)

February 27, 2007

DUE: OBSERVATION SURVEY

Jerry John's Basic Reading Inventory Part 1 (sections 1-6)

Understanding BRI

- 1) **Administering and Scoring**
- 2) **Determining the Student's Three Reading Levels**
- 3) **Instructional Uses of Inventory Results**
- 4) **Timesaving Administration**
- 5) **Helping Students Monitor Their Reading**

March 6, 2007

NO CLASS

RESEARCH AND BEGIN ASSESSING STUDENT FOR BRI

March 13, 2007

Spring Break No Classes

March 20, 2007

Jerry John's Basic Reading Inventory Part 2, Basic Inventory Forms

- 1) **Form A Oral Reading**
- 2) **Form B Oral Reading**
- 3) **Form C Oral Reading (Expository)**
- 4) **Form D Silent Reading**
- 5) **Form E Oral Reading (Expository)**
- 6) **Form LN (Narrative)**
- 7) **Form LE (Expository)**

March 27, 2007

Continue Jerry John's Basic Reading Inventory Part 2

- 1) **Administering**
- 2) **Assessment, Evaluation and Reporting BRI**
- 3) **Creating a Case Study to Report BRI**

April 3, 2007

Chapters 7 & 8 (Gillet, Temple and Crawford)

- 1) Teaching Developing Readers
- 2) Teaching Mature Readers
- 3) S.P.I.R.E. Program for Struggling Readers
- 4) Step Up To Writing for Struggling Writers

April 10, 2007

NO CLASS WORK ON CASE STUDY

April 17, 2007

Individual Conferencing of Case Study

April 24, 2007

Power point Presentation of BRI Results

Include:

Pre-testing results

Remediation Intervention Strategies with detailed lesson plans

Timeline of remediation tutoring (a minimum of 4 sessions)

Post testing results

May 1, 2007

DUE: BRI CASE STUDY

Chapters 9 and 11 (Gillet, Temple and Crawford)

- 1) Adolescent Students with Reading Problems
- 2) Factors Related to Reading Problems

May 8, 2007

Final (Essay)

THIS SYLLABUS IS SUBJECT TO CHANGE

4. RESOURCES:

Required Text(s):

[Understanding Reading Problems](#), 6th Ed., Gillet and Temple 2004

[Basic Reading Inventory](#), 9th Ed., Jerry Johns, 2001

[An Observation Survey of Early Literacy Achievement](#), 3rd Ed., Marie Clay, 2004

[The Literacy Dictionary](#), Harris & Rogers, 1995

[Follow Me Moon](#), Marie Clay, 2004

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

MAJOR ASSIGNMENTS:

1. Early Literacy Achievement Observation Survey (DUE February 27, 2007)

Each student will administer Clay's Observation Survey of Early Literacy Achievement. This will involve administering the Observation Survey to a child between the ages of 5 and 7. In addition, each student will analyze and provide a summary of the results using the Forms provided by Clay's Observation Survey. Assignment information will be given at the appropriate time to explain the assignment.

2. Case Study of a Basic Reading Inventory (DUE May 1, 2007)

Using the Jerry John's Basic Reading Inventory each student will complete a case study of a child's (between the ages of 8 and 12) reading performance. Based on the results of the BRI, a remediation plan with specific instructional strategies is to be included in the Case Study. A specific timeline of tutorial sessions and the coordinating lesson plans are also to be included in the Case Study. Post Tests are to be administered to show if any improvements were made (a minimum of 4 tutorial sessions and lesson plans). Each student will provide a power point presentation of the results on April 24th. Assignment information will be given at the appropriate time to explain the assignment.

3. Assigned Readings (DUE EACH CLASS MEETING)

Quizzes will be given over assigned readings and literacy vocabulary terms.

QUIZ DATES: January 30th and February 20th

4. Final Essay (May 8th)

5. Class Participation and Attendance

10% (If you miss more than one 3 hour class period your grade will be dropped by one letter grade. If you are more than 30 minutes late to any one class it will be counted as an absence for that class period.

Assessments	Percentage of Grade
Observation Survey (1)	20%
Case Study (2)	30%
Quizzes over Assigned Readings and literacy Vocabulary Terms (3)	20%
Final Essay (4)	20%
Class Participation (5)	10%

6. GRADING SCALE:

93% or better = A
88-92% = B+
83-87% = B
78-82% = B-
70-77% = C
Below 70% = F

LATE WORK: Any assignment turned in Past the date due on syllabus will receive no higher than a B grade.

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:

Academic Dishonesty will result in failing the course

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

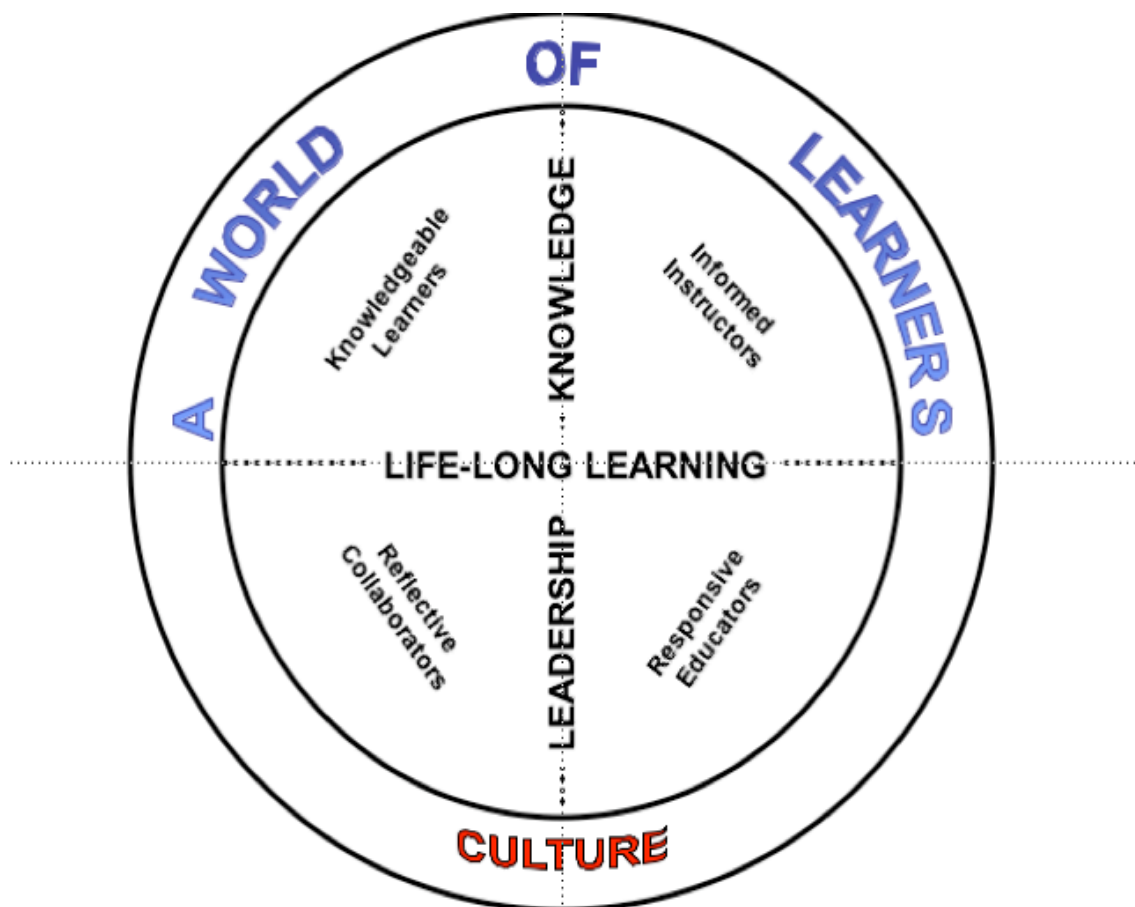
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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