

COURSE NUMBER: EDUC 4700 SPED 5040	COURSE TITLE: <u>Analysis and Correction of Reading Disabilities</u>	TERM: Spring, 2007
SITE: Webster Groves High School, Room 260	INSTRUCTOR CONTACT INFORMATION: Connie Wolff Work Phone :(636) 938-2400, ext. 2110 Home Phone: (636) 236-5460 Email: constancewolff57@webster.edu u; singsatsunrise@yahoo.com	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:

Learner Outcomes for this course	Special Education Program Outcomes	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 interpretation of data especially as 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	Goal 2: Informed instructors incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

<p>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. 2.3 be able to develop specific strategies to increase reading competency for students with reading disabilities through prescriptive teaching.</p>	<p>development in students 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: January 16, 2007

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

Assignment – study lecture notes

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

WEEK 2: January 23, 2007

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: January 30, 2007

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: February 6, 2007

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: February 13, 2007

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 : February 20, 2007

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: February 27, 2007

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: March 6, 2007

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

SPRING BREAK: March 13, 2006

Week 9: March 20, 2007

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

Week 10: March 27, 2007

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: April 3, 2007

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: April 10, 2007

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: April 17, 2007

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: April 24, 2007

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: May 1, 2007

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: May 8, 2007

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)

Assessments	Links to Course Outcomes	Percentage of Grade
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	<p>1.1 Special education graduates will be knowledgeable about the characteristics of learners with 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>	200 points – 25%
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%

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 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/ACCOMMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodations 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, the final course grade will be reduced by one-half 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.