 **CAMPBELLSVILLE UNIVERSITY**

####  COURSE SYLLABUS\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE TYPE **DATE** 1/19/17

**ACADEMIC UNIT**: SCHOOL OF EDUCATION **FACULTY:** Dr. Carol Garrison

Please check to indicate this course has a service learning component.

Discipline Course # Section Title of Course Credit Hours Cross Reference

ED 602-01 Diagnosis of Reading 3

**TEXTBOOK Required X Not Required**

**Author** Reutzel, D. R. & Cooter, R. B **Title** Strategies for Reading Assessment and Instruction: Helping Every

 Child Succeed 5th Edition

**Publisher:** Columbus, OH: Pearson, Merrill Prentice Hall. **Date of Publication** 2016

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PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: ***Beverly Ennis***Date Copy Received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VP for ACADEMIC AFFAIRS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Copy Received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**COURSE SYLLABUS**

# ED 602

# Diagnosis of Reading Problems

**G6, 2017**

# Professor: Carol Garrison, Ed. D.

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***Conceptual Framework of Teacher Education:***

***THEME: “EMPOWERMENT FOR LEARNING”***

*Empowerment processes:*

*Content, process and self-efficacy*

***Model:***



 **KTS VIII**

***MISSION:*** Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society. Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**I. Catalog Course Description:**

 This course concerns the theories of the reading process and diagnostic approaches for the improvement of reading proficiency. Emphasis is placed on the use of holistic assessment technologies and their relationships to theories of reading processes. Field experience is required for administration of assessments in a classroom to complete a case study.

**II. Required Textbook:**

Reutzel, D. R. & Cooter, R. B. (2016). Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 5th Edition. Columbus, OH: Pearson, Merrill Prentice Hall.

**Methods of Instruction**

The instructional methods include:

* online learning lessons, using TigerNet
* Internet based activities
* individual interaction/conferences with professor
* online discussion activities

**III. Course Objectives:**

**A. Kentucky Teacher Standards (KTS):**

 KTS 1: Demonstrates Applied Content Knowledge

 1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and

 knowledge in ways that contribute to the learning of all students.

* 1. Consistently uses instructional strategies that are appropriate for content and contribute to the learning

 of all students.

 KTS 2: Designs and Plans Instruction

* 1. Plans and designs instruction that is based on significant contextual and pre-assessment data.
	2. Develops well-designed assessments that align with learning objectives, guide instruction and measure learning results.

 KTS 4: Implements and Manages Instruction

 4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively

 engage students in meeting learning objectives.

 4.2. Implements instruction based on contextual information and assessment data.

 KTS 5: Assesses and Communicates Learning Results

 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all

 students.

* 1. Consistently uses formative assessments to determine student progress, guide instruction and provide

 feedback to students.

* 1. Consistently uses summative assessments aligned with the learning objectives to measure student

 achievement.

 KTS 6: Demonstrates Implementation of Technology

* 1. Uses technology to assess student learning, manage assessment data, and communicate results to

 appropriate stakeholders.

 KTS 7: Reflects on and Evaluates Teaching and Learning

* 1. Uses formative and summative performance data to determine the learning needs of all students.

 KTS 8: Collaborates with Colleagues/Parents/Others

* 1. Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student

 learning.

 KTS 10: Demonstrates Professional Leadership: *The extent to which the teacher*:

 10.1. Identifies leadership opportunities that enhance learning and/or professional environment of the

 school.

**B. National Standards for the English Language Arts (International Reading Association and National Council for Teacher of English)**

1. Read a wide range of print and non-print
2. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts
3. Apply knowledge of language structure, language conventions, media techniques,

 figurative language and genre to create, critique and discuss print and non-print

 texts.

1. Use a variety of technological and information resources to gather and

 synthesize information and to create and communicate knowledge.

9. Develop an understanding and respect for diversity in language use, patterns and

 dialects across cultures, ethnic groups, geographic regions and social roles.

**C. International Reading Association: Standards for Reading Professionals (2010)**

* [Standard 1: Foundational Knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx)
* [Standard 2: Curriculum and Instruction](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard2.aspx)
* [Standard 3: Assessment and Evaluation](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard3.aspx)
* [Standard 4: Diversity](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard4.aspx)
* [Standard 5: Literate Environment](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard5.aspx)
* [Standard 6: Professional Learning and Leadership](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx)

D. Teacher Professional Growth and Evaluation System (TPGES)

* Domain 1: Planning and Preparation
* Domain 2: Classroom Environment
* Domain 3: Instruction
* Domain 4: Professional Responsibilities

E. Kentucky Core Academic Standards (KCAS):

Students are required to incorporate the new KCAS for the approved content areas into lessons/other assignments as appropriate**.**

* English Language Arts
* Mathematics
* Science

Students will continue to use other content area standards as appropriate, in lessons.

**F. Diversity Proficiencies Addressed in this Course:**

1.2, 2.2, 2.4, 3.3, 4.2, 5.4

**G. Specific Course Objectives:** The graduate student will

 1. demonstrate positive dispositions: caring, responsibility, enthusiasm, creativity and leadership. (Dispositions

 are the values, commitments, and professional ethics that influence behaviors toward students, families,

 colleagues, and communities and affect students learning.) IRA 6; KTS 3, KTS 10; D4

 2 demonstrate understanding of the major theories of the reading process and assessment through class

 discussion, class assignments and collection of relevant Internet sites. IRA 1-6; KTS 1-5,D1-3.

 3. develop an assessment kit based on informal assessments in the text etc. and learn to administer and interpret

 informal assessment procedures. IRA 3; KTS 1-5; D 1-4.

 4. develop a case study report of a student in a classroom by administering and interpreting informal reading

 assessments. IRA 2-5; KTS 1, 2, 5, 7; D 1-4.

 5. design a remediation plan for the case study student consisting of appropriate techniques and materials.

 IRA 2-5; KTS 1, 2, 5, 6, 7, 10; D 1-4.

**IV. Course Assignments:**

1. **Conferences/Participation in Discussion Forums (100 pts.):** Graduate student is expected to
* Study reading assignments in the textbooks and supplementary materials before each conference
* **Conferences:** Student will contribute to and lead discussion about the readings three times during the course. (20 pts. each=60 pts.) Conferences may occur via telephone or TigeNet Chat.
* **Discussion Forums**: Participate in weekly discussion forums. (40 pts.)
	+ **Respond to the prompt by Friday night and to your classmate by Saturday night**

**Course Objectives 1 & 2.**

1. **Summary Critiques** **(100 pts.)**
* The student will submit a summary critique over chapter readings via TigerNet
* There are 7 total for 15 points each.

**Course Objectives 1 and 2.**

1. **Assessment Kit (100 pts.) Students will**
* Share one reading assessment selected from the Internet each week (5 pts. each-30 pts.)
* Develop an assessment kit based on informal assessments included in the text and other sources. (70 pts.)
	+ The kit should have an assortment of at least 30 different informal assessments for the these reading skills (alphabet, phonics, vocabulary, comprehension, fluency, content reading). That is at least 5 assessments for each category of reading skills.
	+ Learn to administer the assessments and interpret the results.
	+ Please do not share copyrighted materials.

**Course Objectives 3-5.**

1. **Case study (200 pts.)**
* **Administration/Analysis of Assessments (50 pts.)**
	+ Students will administer appropriate assessments from the kit to a student in a school setting (struggling reader).
	+ After administering the assessments, they will analyze and interpret the results.
* **Intervention Plan (50 pts.)**
	+ Once the results are analyzed, they will design an intervention plan in collaboration with at least one other professional.
* **Tutoring (50 pts.)**
	+ Based on the remedial plan, they will tutor the student, focusing on the areas of concern weekly.
* **Written/Report (25 pts.)**
	+ After all experiences, students will prepare a final written case study report concerning assessment results, the student’s reading strengths and weaknesses, the remedial plan and the results from teaching the lessons.
* **Oral Report (25 pts.)**
* Present a synopsis of the entire process to the class, being sure to include reasons why selected strategies were appropriate to that specific student. These reports will occur during the last class of the term, and time allotted will be based on the number of students in the course.

**Course Objectives 1-5.**

* **Field Voucher: Document the experiences with the student as field experiences.**

**B. Attendance:**

* It is understood that graduate study is a significant investment of time and resources.
* Graduate students are required to attend all class meetings for which they are registered. There are no ½ (half) absences. Any absences may affect the final grade negatively.
* Late assignments are accepted with the following penalty: each day is a 5% reduction of the point value.
* **Campbellsville University’s Online Course Attendance Policy**Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**V.** **Grading Policies**:

 **Total Points: 500 Pts.**

 Conferences/Participation: (25 pts. each): 100 pts.

 Summary Critiques 100 pts.

 Assessment Kit 100 pts.

 Case study: 200 pts.

 Administration/analysis of assessments (50 pts)

 Intervention Plan (50 pts)

 Tutoring Sessions (50 pts)

 Written/Oral Report (50 pts)

 Field Voucher/Reflection

 **Grading Scale:**

 460 pts./92% = A

 410 pts./82% = B

 360 pts./72% = C

 325 pts./65% = D

 Below 325 pts/65% =F

VI. Disability Policy:

# Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services

### VII. Academic Integrity:

 Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of the two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**VIII. References**

Theorists in Education: Benjamin Bloom, Jerome Bruner, John Dewey, Howard Gardner, Jean Piaget, Lev Vygotsky…theorists in Reading and Language arts: Marie Clay, Ken Goodman, Donald Graves, Don Holdaway…

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 Educational Research

Burns, P. C., Roe, B. (2002). *Informal Reading Inventory.* Boston: Houghton Mifflin.

Carnine, D., Silbert, J., Kame’enui, E., Tarver, S., & Jungjohann, K. (2006). Teaching Struggling and at-risk readers: A direct instruction approach. Upper Saddle River, NJ: Pearson Education, Inc.

Christenson, T. A. (2002). *Supporting struggling writers in the elementary classroom.* Newark, DE: IRA.

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Cramer, e. H., & Castle, M. (Eds). (1994) *Fostering the love of reading: The affective domain in reading*

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Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ:
 Prentice.

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*Woodcock Reading Mastery Tests-Revised* (1998). Circle Pines, MN: American Guidance Service.

Zhu, S. P. (2004). Reviews of books on promoting cultural equality by celebrating cultural differences.

 *Bibliotherapy and Reading,* 14(2), 2-3.

Zhu, S. P. (2005). Reviews of books on motivation, *Bibliotherapy and Reading,*16(2), 2-3

**Updated Calendar**

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| --- | --- | --- | --- |
| **Week** | **Date** | **Class Topics** | **Assignments Due** |
| **1** | **May 16-22** | **Introductions****Syllabus** **Ch. 1** **Reading Assessment in the Classroom** | **Summary Critique 1: Ch. 1****Discussion Forum #1** |
| **2** | **May 23-29** | **Ch. 2** **Response to Intervention (RTI): Differentiating Instruction for All Readers** | **Summary Critique 2: Ch. 2****Assessment Kit #1****Identification of Struggling Reader for Case Study****Discussion Forum #2** |
| **3** | **May 30-June 5** | **Ch. 3** **Speaking and Listening****Ch. 4** **Children’s Concepts about Print** | **Summary Critique 3: Ch. 3/4****Assessment Kit #2****Begin Assessment of Struggling Reader****Conference 1****Discussion Forum #3** |
| **4** | **June 6-12** | **Ch. 5** **Phonemic Awareness and Alphabetic Principle****Ch. 6** **Alphabetic Knowledge and Letter Naming** | **Summary Critique 4: Ch. 5/6****Assessment Kit #3****Continue Assessment of Struggling Reader****Discussion Forum #4** |
| **5** | **June 13-19** | **Ch. 7** **Phonics and Decoding Skills****Ch. 8** **Reading Fluency** | **Summary Critique 5: Ch. 7/8****Assessment Kit #4****Intervention Plan for Struggling Reader****Discussion Forum #5** |
| **6** | **June 20-26** | **Ch. 9** **Assessment of Children’s Literature Reading****Ch. 10** **Strategies for Teaching Literature** | **Summary Critique 6: Ch. 9/10****Assessment Kit #5****Tutoring of Struggling Reader****Conference 2****Discussion Forum #6** |
| **7** | **June 26-July 3** | **Ch. 11** **Assessing Students’ Comprehension of Informational Text****Ch. 12** **Strategies for Teaching Informational Texts** | **Summary Critique 7: Ch. 11/12****Assessment Kit #6****Continue Tutoring of Struggling Reader****Discussion Forum #7** |
| **8** | **July 4-9** | **Presentations of Case Studies** | **Assessment Kit Final****Oral/Written Report of Case Study****Field Voucher****Conference 3****Discussion Forum #8** |