

2016

EDRE 478 678 Diagnosis and Correction of Reading Disabilities

Mary "Rita" Bitzer
bitzerm@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/education_syllabi_summer_2016

Recommended Citation

Bitzer, Mary "Rita", "EDRE 478 678 Diagnosis and Correction of Reading Disabilities" (2016). *Education Syllabi Summer 2016*. 33.
http://www.exhibit.xavier.edu/education_syllabi_summer_2016/33

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2016 at Exhibit. It has been accepted for inclusion in Education Syllabi Summer 2016 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy

EDRE 478/678 Diagnosis and Correction of Reading Disabilities
May Summer Session 2016
Monday & Wednesday 4:30-8:15

Rita Bitzer, M.Ed.
Adjunct Professor
Class Location: _____

Phone: C: 513-703-0769
E-mail address: bitzerm@xavier.edu
RitaB7482@hotmail.com

Mission Statement: Department of Childhood Education and Literacy

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession.

Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic backgrounds and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition.

Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Catalogue Description

Formal and informal assessment for reading related disabilities. In-depth study of various formal and informal literacy assessment tools for classroom use. Assessment portfolio for classroom use developed.

Purpose

This course is designed to prepare teacher candidates and classroom teachers to help students, from preschool through high school, to become effective, strategic readers who read and write enthusiastically and purposefully. Teachers need to know how to:

- Use a wide variety of teaching methods, materials, and strategies to help children learn to read;
- Monitor and document students' progress, strengths, and needs;
- Diagnose difficulties in reading and related areas;
- Apply corrective instruction when appropriate; and
- Prevent literacy problems from arising in the future.

To do so, teachers need well-informed diagnostic judgment and the tools and strategies to monitor students' development effectively. Such strategies and tools must be flexible and practical, tapping the kinds of everyday reading and writing that students use in and out of the classroom. Today's teachers are expected: to use continuous developmental assessment devices; to use portfolios of student work to demonstrate and evaluate student achievement; to teach reading using authentic literature and a wide variety of teaching strategies; to integrate reading and writing across all curricular areas; and, to help all students, regardless of their literacy, to become effective, strategic readers.

The purpose of a course in diagnosis is to understand the needs of problem readers, their engagement in literacy activities, and their ability to construct meaning from text. Diagnostic testing and teaching work hand in hand. Using information about how a reader approaches the reading event, the diagnostic teacher establishes the instructional conditions necessary

for problem readers to learn. Diagnostic teaching, then, is the process of using assessment and instruction at the same time to establish the instructional conditions that enhance learning.

In analyzing reading difficulties, the teacher must consider the areas of reading, writing, speaking, and listening. Data are gathered in the areas of personal interests, ability to follow directions, vocabulary knowledge, both in and out of context, comprehension through silent and oral assessment and response to those readings, and the ability to convey information in a written format. Each area is then analyzed and compared to see where diagnostic teaching is most needed. Recommendations for home and school as well as a diagnostic teaching plan are generated for each child.

A major focus of the course is to develop a written case study from reading data collected, and organize that information in a meaningful, clearly written, and understandable format for parents and teachers. The focus, then for the course is several-fold:

1. To understand the reading process;
2. To formulate diagnostic hypotheses by collecting pertinent information from a reader in the areas of reading, writing, speaking, and listening.
3. To be able to analyze oral reading through a student's oral retelling of what has been read, by observing how a reader interprets what he/she reads, how reading is self-monitored, and what sources of information a reader uses to acquire meaning.
4. To analyze silent reading through written comprehension, oral retelling, and application activities, indicating understanding of what is read.
5. To develop a plan for instruction based upon the written case study. This plan will include strategies for both home and school that will be used for enhancing reading abilities and improving reading comprehension.

This course, then, has an emphasis on authentic assessment that accurately represents how students apply the reading process by tapping the kinds of everyday reading and writing activities that students use both in and out of the classroom.

Course Aim

To provide teacher candidates with the skills, knowledge and dispositions [these are based on Xavier University's Conceptual Framework and the Ohio State Mandated Reading Core Standards and P-12 Reading Endorsement Standards] that will enable them to develop literacy skills for all young learners in preschool and the primary grades. It is hoped that by the end of this course the teacher candidate will be knowledgeable and articulate in the area of reading education, more specifically, in the interrelationship of reading, writing, speaking and listening. The following principles and knowledge about the reading process will be reinforced; it should be the teacher candidate's personal goal to be able to use these principles to develop meaningful curriculum adaptations appropriate to the early childhood, middle childhood and interventionist licensure.

- ❖ Reading and writing are language processes.
- ❖ Reading is a meaningful, active, constructive, and strategic process.
- ❖ Reading and writing are developmental processes.
- ❖ Teachers must strive for a balanced literacy program to teach all students to read and write independently.
- ❖ Teachers must strive for a balanced literacy program to teach all students to read and write independently.
- ❖ Teachers of literacy must forge partnerships with the home and community to promote reading growth.
- ❖ The key to successful literacy instruction is the teacher.

Required Texts: This is the required text for EDRE 478/678 and EDRE 679 Reading Practicum.

Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments (11th Edition)
Jerry L. Johns, Kendall Hunt Publishing Company, ISBN: **978-0-7575-9852-4**

Improving Reading: Interventions, Strategies and Resources (6th Edition)
Jerry L. Johns & Susan Davis Lenski, Kendall Hunt Publishing Company, ISBN: **978-1-4652-4012-5**

Student Learning Outcomes/ Professional Standards

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

The objectives for this course are derived from the NCTE/IRA Standards for English Language Arts.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The following is the Web address for the Ohio Department of Education: <http://www.ode.state.oh.us/>

This site has additional information regarding the standards for the state of Ohio.

- ❑ Search: P-12 Reading Endorsement for the Endorsement Standards
- ❑ Search: Reading Core Standards for those standards required for licensure

Course Requirements

Note: Reading Core Standards in parenthesis

The following provides an overview of the course requirements. The weighting for each of the requirements is given. Complete descriptions for each assignment will be given preceding the assignment or activity. Instructional activities for this course will be conducted in the following manner: lecture, classroom videos, discussions/questioning, practice/drill, problem solving, discovery, observation, and role-playing/simulation during class.

Class Attendance/Class Participation (50 points)

(NCTE/IRA 11 & 12)

You are expected to be in class and ready to participate. You are responsible for getting all material and notes missed, if you are absent. Develop a “buddy” system, so that your colleagues will be willing to pick up any handouts or share their notes with you in the event of a crisis. In addition, class participation is evaluated through observation. If you are absent more than 1 class period, your grade will be lowered one letter grade.

Field Hours (50 points)

(NCTE/IRA 11 & 12)

The field hour requirement is 25 hours and must be documented by a signed time sheet, before your grade can be entered for the course. You will be required to complete five (5) hours at the Su Casa Summer Reading Program. These five hours will be worth 10 of the 50 points. More information will be shared in class about the requirements for these hours. Please be sure to make a copy of your timesheets before turning them in.

In-Class Journals (4 x 25 = 100 points)

(NCTE/IRA 3,6,7,8,11,12)

As per the course calendar, there are four in class journal reflections that will be assigned and written during class. There will be a prompt for each journal reflection. You must be in class to complete the journals and the journals may not be made up, if you are absent.

Reading Assessment Analysis and Summative Report (100 points)

(NCTE/IRA 3,4,5,6,7,8,10,11)

You will be required to informally assess two students using the Jerry Johns BRI graded word list and graded passages. One student must be in the early childhood grade levels (1 – 3) and one student must be in the middle childhood grade levels (4 -8). A rubric will be provided for each assessment and summary.

Each Assessment and Summative Report must include the following:

- Interest Inventory
- Graded Word List(s) used in testing (scored)
- Graded Passage(s) orally read (scored)
- Miscue analysis & retells to determine Instructional Reading Level of the student
- Writing Sample
- Summative Report with a recommendation of a remediation plan for each student tested
- Completed and signed time sheet documenting hours

Instructional Strategies and Remediation Presentation (50 points)

Creatively present to the class strategies from the *Improving Reading* text that are effective for addressing specific reading difficulties. You will sign up for strategies so there are no duplications in presentations. More information will be given in class regarding this presentation.

EXAM: *Written In Class (50 points)*

Graduate Research Paper (100 points)
(EDRE 678 Only)

(NCTE/IRA 7, 8, 11)

The graduate students will research from a list of different assessment tools available to teachers to aid in the diagnostic assessment of students in reading, writing, speaking and listening. The Graduate Research Project should include a 2-3 page document brief defining the assessment tool and the effective use of the assessment strategy that benefits the student within the classroom setting. The graduate student must demonstrate that he/she understands the use of the assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Course Policies

As part of a teacher-training program, instructors as well as students are expected and required to demonstrate behavior consistent with a professional career in education. For those reasons, expectations are high in the following areas:

Attendance: Students are expected to attend class and participate fully in field experiences. (See Course Requirements)

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Written Assignments: Correct grammar, mechanics, and spelling are required. All assignments must be typed or word-processed. Please be sure to proof-read your assignments.

Assignment Due Dates: Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments by the due date will result in a loss of 5 points for every day late - including weekends! Please see professor for unusual circumstances.

Grading Scale

UNDERGRADUATE GRADING SCALE

Undergraduate Points: 400 Total Points

<u>Percent</u>	<u>Grade</u>
95-100	A
93-94	A-
90-92	B+
87-89	B
85-86	B-
82-84	C+
79-81	C
77-78	C-
74-76	D+
71-73	D
69-70	D-
68 and below	F

GRADUATE GRADING SCALE

Graduate Points: 500 Total Points

<u>Percent</u>	<u>Grade</u>
95-100	A
93-94	A-
90-92	B+
87-89	B
85-86	B-
80-84	C
79 and below	F

EDRE 478/678 – Summer 2016
Course Calendar
 (Subject to change)

Week 1	Diagnostic Teaching/A Framework for Literacy-Based Instruction & Assessment	
	May 9	Diagnostic Teaching Overview Journal #1
	May 11	RTI – One Model for Diagnostic Teaching Criteria for Instructional Strategies Presentations Criteria for Graduate Research Projects
Week 2	Informal Reading Inventories (IRI)	
	May 16	Overview for Testing/Reading Assessment Analysis and Summative Report
	May 18*	Journal #2
Week 3	Current Assessments Used in Today's Classrooms	
	May 23	Other Tools for Assessment
	May 25	Reading Difficulties and Disabilities Journal #3 Due: Graduate Research Paper Due
Week 4	Strategies for Improving Reading	
	May 30*	Memorial Day – No Class
	June 1	Instructional Strategies Presentations
Week 5		
	June 6	Instructional Strategies Presentations Journal #4
	June 8	Exam – In Class Due: Reading Assessment Analysis and Summative Report