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EDRE 478 678 Diagnosis and Correction of Reading Disabilities

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XAVIER UNIVERSITY
College of Professional Sciences

EDRE 478/678 Diagnosis and Correction of Reading Disabilities
Fall 2018,
Tuesday 4:15-6:55
Three credit hours

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School of Education Mission Statement:

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Childhood Education Mission Statement:

Xavier University's Childhood Education program 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 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 program 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 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 (12th 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**

Various articles and podcasts posted on Canvas

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/ILA 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/ILA 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. Please reference the attendance policy.

Field Hours (25 points)

(NCTE/ILA 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 completing these field hours at the Friars Club. 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.

Teacher Interview (25 points)

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

Interview one ELA classroom teacher, reading specialist, or intervention specialist about reading instruction and remediation tools in their school district. This work is part of your Field Hours and should be turned in with your timesheet. Please use the interview form located on Canvas for your interview.

Tutoring Lesson Plans (First plan 20 points)

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

You are required to complete a lesson plan for each tutoring session following the example provided. The first lesson plan should be submitted for review and feedback. Please cite the instructional strategies you incorporated from Jerry Johns' *Improving Reading* book in your plan. All lesson plans should be included in your binder.

Field and Class Materials Binder (100 points)

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

During the semester, lesson plans, articles reviews, discussion prompts, and video assignments will be required. You will keep a journal of these requirements. The binder should be brought to each class meeting and will be used to help facilitate class discussions. The binder will be collected two times during the semester – **unannounced**. **Please organize your binder in the order outlined below:**

Assigned articles
Journals/Reflections/Podcasts
Lesson Plans for **EACH** tutoring session
Presentations – notes, handouts, etc
Assessments
Observational Checklist
Resources
Graduate Project

Reading Assessment Analysis and Summative Report (100 points)

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

You will be required to informally assess one student using the Jerry Johns BRI graded word list and graded passages at the beginning and end of the semester. A rubric will be provided for each assessment and summary.

Identify each Assessment and include the Summative Report. 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
- 3-Minute Assessment
- Summative Report with a recommendation of a remediation plan for each student tested
- Completed and signed time sheet documenting hours

Tutoring observation: (25 points)

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

Students will be observed during one tutoring session. You will be evaluated on your lesson plan and interaction with the tutee. Please see the rubric posted in Canvas for specific details. We will also review the requirements in class.

Journal Reflections (In class and Contact Hours)

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

As per the course calendar, there will be several articles, podcasts, and reflections based on the articles and podcasts assigned throughout the semester. The articles and podcast information can be found on Canvas under Files. Please keep in your binder.

EXAM: Article and reflection (50 points)

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

(NCTE/ILA 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 PowerPoint that includes defining the assessment tool, how to administer the assessment, and the effective use of the assessment that benefits the students 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. You will share your PowerPoint with the class during a five – seven minute presentation. A sign-up sheet will be provided and presentations will begin October 2.

Course Policies:

1.) Professionalism: Students are required to demonstrate behavior consistent with a professional career in education. In particular, candidates should follow the guidelines below:

Attendance and Participation:

Attendance

In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. Please call or email in the event that you will not be in class. It is your responsibility to gather all missed materials. Zero points will be deducted for the first absence **but** 5 points will be deducted for each additional absence. More than two absences, please see professor. Two points will be deducted for each excessive tardy (more than 10 minutes) or leaving early.

Participation

Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete and discuss readings/articles/podcast, and assessment content. Be sure to have read the assigned readings prior to class. Texting, phone calls, inappropriate conversation, and use of your laptop not related to class are not acceptable.

Ask. Respond. Discuss. Disagree. Learn. Understand.

Academic Honesty: The School of Education 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.

Support: Office of Academic Support provides support services to facilitate learning. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the Office at (513) 745-3280 to set up an appointment. The Office is located in the Conaton Learning Commons room 514. www.xavier.edu/academic-support

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

- It is important to note that any disability-related information including accommodations is confidential.

It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Conaton Learning Commons) to arrange accommodations, we encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

Mental Health Resources

Undergraduate

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) helps students cope with difficult emotions and life stressors. McGrath Counseling Services is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> or by calling (513) 745-3022.

Graduate

Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services helps students cope with difficult emotions and life stressors. The office is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the diverse needs of all types of college students. The services are free and completely confidential. Learn more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> or call (513) 745-3022.

Written Assignments: Correct grammar, mechanics, and spelling are required. All assignments must be type-written and double spaced, 12 point font. Please be sure to proofread 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.

Assignments:

➤ Class Attendance	50 points
➤ Field Hours	25 points
➤ Teacher Interview	25 points
➤ First Tutoring Lesson Plan	25 points
➤ Field and Class Binder	100 points
➤ Reading Assessment Analysis & Summative Report	100 points
➤ Tutoring Observation	25 points
➤ Final Exam	50 points
➤ Graduate Project (678 only)	100 points

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

EDRR 478/678 – Fall 2018
Course Calendar
 (Subject to change)

Module 1	Diagnostic Teaching/A Framework for Literacy-Based Instruction & Assessment Meeting: On Campus	
	August 21	Diagnostic Teaching Overview Criteria for Graduate Research Projects Journal #1
	August 28	Assessments and Diagnostic Teaching Journal #2
Module 2	Informal Reading Inventories (IRI)/Basic Reading Inventory (BRI) Meeting: On Campus	
	September 4	Overview of Assessments/Reading Assessment Analysis and Summative Report Journal #3
	September 11	Overview of Tutoring Sessions & Observations
Module 3	Diagnostic Teaching: Assessments and Tutoring Sessions Meeting: Friars Club 4300 Vine St, Cincinnati, OH 45217	
	September 18	4:15-4:50 Course Time* 4:50-6:00 Tutoring Sessions** 6:00-6:40 Partner Work & Course Time* *Various course topics will be covered, Graduate Research Project Presentations, articles and journal reflections **Tutoring Sessions with the children, observations of tutoring sessions Field and Class Materials Binder will be checked, unannounced, 2times
	September 25	
	October 2	
	October 9	
	October 16	
	October 23	
	October 30	
	November 6	
	November 13	
	November 20	
	November 27	
	December 4	

Module 4	Reflection & Final Exam Meeting: On Campus	
	December 11	Reflection on Field Work Final Exam
September 18	Review Assessments and Prepare for Tutoring Article Discussion	4:15-4:55 Course Time 4:55-6:00 Tutoring Sessions 6:00-6:55 Partner Work/Course Material *Various course topics will be covered during the Course Time: Graduate Presentations, discussions, articles, guest speaker, reflections **Tutoring Sessions with the children, observations of tutoring sessions Field and Class Materials Binder will be checked, unannounced, 2 times
September 25	Guest Speaker – EL Learners – Read Images Article, EL Article	
October 2	Graduate Presentations (Fluency)	
October 9	Graduate Presentations (Word Work)	
October 16	Graduate Presentations (Comprehension)	
October 23	Graduate Presentations (Writing) For next week: review the 3-minute Assessment information	
October 30	Review 3-Minute Assessment in Class Graduate Presentations	
November 6	Guest Speaker – after guest speaker, watch Video on Dyslexia and reflect on the common knowledge gained from the information presented Administer the 3-Minute Assessment and then complete tutoring session	
November 13	Discussion & Dyslexia Assignment Due	
November 20	Graduate Presentations & Article/Podcast Reflections	
November 27	Review Analysis and Summative Report Assignment *Send Recommendation letter electronically	
December 4	Last Day of Tutoring Reflections on Tutoring and Final Recommendation Letter Due Analysis and Summative Report Due	
December 11	Reflection on Field Work, Timesheets are Due, and Final Exam – On Campus	

Tutoring Calendar
EDRE 478/678 Schedule & Requirements

Contact Hours

- ◎ 2 hours: Reviewing Jerry Johns testing videos, materials and additional assessment measures –
- ◎ 2 hours: Reviewing Three Minute Assessment materials and procedure –
- ◎ 2 hours: Preparing materials for testing
- ◎ 2 hours: Analyzing and reviewing student data
- ◎ 2 hours: Preparing and writing Reading Assessment Analysis & Summative Report
- ◎ 3 hours: Watching and preparing a reflection on Dyslexia assignment; article and podcasts reflections, interview with ELA teacher