

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPARTMENT: Curriculum & Instruction

COURSE SYLLABUS FOR FALL 2006

Course Prefix and Number: CUI 617 A

Course Title: Diagnosis and Correction of Reading Problems

Credits: 3:3

Course Prerequisites/Corequisites: This a graduate level course designed for classroom teachers who have had experience working with children in reading and have had previous course work in reading. Prerequisites are CUI 615 and/or 615. (CUI 614 is also recommended)

For Whom Planned: This is a required course for graduate students seeking their Masters in Curriculum and Instruction with an emphasis on Reading or for students working for their Add-on in Reading. It is an elective for graduate students from other areas who have met the prerequisites.

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Course Purpose/Catalog Description: This course focuses on how teachers can assess and intervene within classroom and tutorial settings to facilitate reading development. Discussions will focus on how various reading difficulties/problems are defined and the many factors that contribute to them. A strong emphasis will be placed on the diagnosis of reading problems and a supervised clinical experience is an important part of the course. 617b focuses more upon the remediation of reading problems.

Teachers Academy Conceptual Framework Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- integrity and ethical deliberation in working with students, their families, and university, school and community colleagues
- construction of a professional knowledge base through collaboration and collegiality
- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge

- socio-cultural knowledge
- critical and reflective knowledge and skills

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

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| • reflective | • self-efficacious |
| • ethical | • receptive to feedback |
| • inclusive | • affirming of diversity |
| • engaged in and committed to professional practice | • professionally responsible |
| • dedicated to life-long learning | • collaborative |

Course Goals and/or Objectives/Student Learning Outcomes:

The objectives for this course are aligned with the IRA and NCDPI Standards for Reading Specialists, the NC Core Competencies for Advanced Licensure. The diagnostic reports you write for both 617a and b, and the lesson plans you prepare are appropriate artifacts for the Advanced Competencies Portfolio required for the Med in reading.

During this course students will:

- Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. (IRI, DPI 1.1)
- Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation). (IRI, DPI 1.5)
- Use a wide range of assessment tools and practices, including individual and group standardized tests and informal classroom assessment strategies incorporating technology as appropriate. (IRI, DPI 3.1)
- Determine learners’ placements along a developmental continuum, identify learners’ proficiencies and difficulties, and initiate appropriate referrals. (IRI, DPI 3.2)
- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds. (IRI, DPI 3.3)
- Communicate results of assessments to relevant individuals. (IRI, DPI 3.4)
- Use learners’ interests, reading abilities and backgrounds as foundations for the reading and writing program. (IRI, DPI 4.1)
- Use a variety of high quality materials, including, but not limited to, technology-based information, non-print materials, books, and periodicals. These materials will represent multiple levels, broad interests, and varied cultural and linguistic backgrounds. (IRI, DPI 4.2)
- Display positive dispositions related to reading and the teaching of reading. (IRI, DPI 5.1)

NC Advanced Competencies specifically addressed in this course:

- Standard 1 (Instructional Expertise) The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.
- Standard 2 (Knowledge of Learners) The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and

learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

- Standard 4 (Content Knowledge) The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

Alignment with State and National Standards: The objectives for this course are aligned with standards as outlined above.

Teaching Strategies: Teaching strategies for this course include lecture, class discussion, collaborative group work, and clinical experience working with children and parents

Evaluation Methods and Guidelines for Assignments:

The School of Education is a professional school, and the Curriculum and Instruction Department is responsible for preparing professional teachers. The criterion for excellence is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. CUI instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, CUI instructors will use the following criteria when assigning grades to assignments:

- A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional, unexpected or outstanding features**.
- B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.
- C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.
- D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.
- F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or dispositions (including our community expectations) if, in his or her judgment, the work and/or dispositions of the student warrants it.

Assignments: Your grade for the course will be determined by your performance on each

of the following assignments:

a) Class attendance and participation: Because of the clinical nature of the course, only one absence or three tardies (no more than 20 minutes) will be allowed without negatively affecting your grade. Participation includes completing weekly assignments, contributing to group work, and being ready to discuss readings and tutoring sessions. Lack of attendance and/or participation will result the lowering of overall score. One third of a point will be deducted from the final grade for each class missed beyond one (-.33 points off final average based on 4.0).

b) Diagnostic File Box (10%): During the first 6 weeks of class you must prepare an organized file of assessment materials such as QRI word lists and passages, questionnaires, spelling inventories, etc. that you can use in 617A & B as well as in your own classroom. Many of these can be copied from blackboard or the assigned texts. Create a file that is practical for the grade you teach as well as for your clinic tutee. It should be well organized into folders and contained in a small file box. It will be checked during the first few weeks of clinic.

b) Diagnostic Reports (60%): You will be responsible for two reports. You will complete an independent diagnosis of a student (ideally in your own class) and you will complete a full clinical diagnosis of a student who comes to UNCG from the community. If you are not working in a school we will assist you in finding a student to assess. Grading rubrics are posted on line.

(1) Individual Report – This is an informal report and should consist of about 4 – 6 pages. This will count for 20 % and is due October 13.

(2) Clinical report – This is a formal report that will be given to parents so it must be carefully prepared and edited. Sample reports will be available on blackboard and guidelines will be provided. The first draft of this report is a hard copy. After than you must submit it and revise it using Microsoft WORD and the reviewing toolbar in WORD. Be sure you can do this before the end of the semester comes. You are responsible for making sure that you can send these drafts electronically as attachments in email. The clinical report will count for 40% of your grade. The second draft is graded but no final grade will be assigned for the course until a final draft is ready to send out. Your 2nd draft grade may be reduced if problems arise with final drafts.

c) Student assessment folder (10%): All assessments should be correctly scored and a summary sheet should be filled in completely. You should also include a list of what you did in each session and the dates that you met.

d) Final exam (20%): A final exam will assess your understanding of reading diagnosis. Questions will be based primarily on your reading from the textbooks by McCormick and McKenna and Stahl as well as class notes.

Grading Scale:

100 A+	4.3	95-99 A	4.0	90-94 A-	3.7
87-89 B+	3.3	83-86 B	3	80-82 B-	2.7
77-79 C+	2.3	73-76 C	2	70-72 C-	1.7
67-69 D+	1.3	63-66 D	1	60-62 D-	.7

Doctoral Students will be given an additional assignment that is due on the last day of class.

Required Text(s)/Materials/Readings (for both 617a and 617b):

Leslie, L., & Caldwell, J. (2006) *Qualitative Reading Inventory – 4*. New York: Addison WesleyLongman, Inc. (3rd edition okay to use)

McCormick, S. (2003). *Instructing students who have literacy problems*. 4th Edition Upper Saddle, NJ: Merrill Prentice Hall. (4th edition okay to use)

Morris, D. (2005). *The Howard Street tutoring manual: Teaching at-risk readers in the primary grades*. 2nd Edition, New York: Guilford Press. (1st edition okay to use)

McKenna, M and Stahl, S (2003) *Assessment for Reading Instruction*. New York: Guilford Press.

Articles on Blackboard at <http://blackboard.uncg.edu>

Morris, D., C. Ervin, & K. Conrad (1996) A case study of a middle school reading disability. *The Reading Teacher*, 49, 368-377.

Spear-Swerling, L. & Sternberg, R.J. (1994) The road not taken: An integrative mode of reading disability. *Journal of Learning Disabilities*, 27. 91-105.

Valencia, S (2004). Behind test scores: What struggling readers really need. *The Reading Teacher*, 520 – 531.

Other materials you will need:

Plastic File Box and folders, stop watch and tape recorder

Other Information:

Workload-- This course is a three credit-hour course that meets daily for 2.5 hours per session. In addition to these contact hours, you should plan to spend at least one hour out of class in preparing assignments and reading for this course for every credit hour, meaning that you should plan to work, on average, approximately 2.5 hours outside of class for each class session.

Academic Integrity You are bound by the UNC-G Academic Integrity Code in all aspects of your work. You may find this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. For purposes of this class, abiding by the Honor Code means that you cite all of the references from which you found information, that you completed your own work without the assistance of other people (unless I indicate otherwise), and that you completed your work to the best of your ability and with integrity.

*Course Support--*Handouts and lecture notes can be downloaded from the Blackboard platform (blackboard.uncg.edu). You will need to know your username and password. If you have difficulties, the website and system administrator have the information that you need to solve your problems. I am usually not able to help you with technical problems related to Blackboard.

Request for Accommodations: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services located at 208 Elliott University Center, 336-334-5440 V/TTY.

Tentative Schedule for 617 A

Aug 17	Introductions and article by Valencia on BB.
Aug 24	IRI's: Word Recognition in Isolation (WRI) Read: McKenna and Stahl: Chapter 1, QRI: Chapters 1-6 (overview) QRI: Chapter 7 (read carefully),
Aug 31	IRI's: Word Recognition in Context (WRC) and Running Records Read: QRI: Chapter 10 (read carefully), McKenna and Stahl: Chapter 3
Sept 7	IRI's: Comprehension Read: QRI: Chapters 8 – 12, McKenna and Stahl: Chapter 7
Sept 14	Fluency, Phonics and Spelling Read: QRI: Chapter 13, McKenna and Stahl: Chapter 4 and 6
Sept 21	Assessing Beginning Readers Read: McKenna and Stahl: Chapter 5, Howard Street: Chapter 2
Sept 28	Assessing Strategies, Attitudes, and Interests Read: McKenna and Stahl: Chapters 8, 9, & 10
Oct 5	Assessment and Remediation Issues Bring: Assessment information about independent case studies to discuss in class Read: McCormick: Chapter 3, McKenna and Stahl: Chapter 2
Oct 12	Begin Clinical Sessions – clinic will run for 6 weeks Due: Independent Assessment report and testing materials. Read: McCormick: Chapter 1
Oct 19	2 nd Clinical Session, Causes and Correlates of Reading Disability Read: McCormick: Chapter 2 (2&3 in 4 th edition), Chapter by Morris that matches tutee's reading level
Oct 26	3 rd Clinical Session, Read: McCormick: Chapter 4
Nov 2	4 th Clinical Session, Read: McCormick: Chapter 5
Nov 9	5 th Clinical Session, Read: McCormick: Chapter 6
Nov 16	Last Clinical Session Due: First draft of report in hard copy form and electronic copy. Turn in a self addressed envelope so I can mail comments to you for revisions. Keep this draft to return to me.
Nov 23	No Class – Thanksgiving
Nov 30	Final Class – Return hard copy of first draft and email 2 nd draft with changes tracked using the reviewing toolbar by December 5th
Dec 7	Final Exam: Review class notes, McCormick, and McKenna and Stahl

Due: Student folders with testing materials and list of weekly sessions

Special Project for Doctoral Students in CUI 617

Research a condition which has been identified as having an impact upon student reading progress. Prepare a 10-15 page report using at least 10 references from peer reviewed journals in which you synthesize research and come to some conclusions about the condition (such as whether it truly has an effect (direct or indirect) on reading achievement), the nature of that effect and possible ways to work with students to overcome the condition.

Be prepared to share you information with the class in the last few weeks of the semester via a formal presentation that includes a 1-2 page handout. The presentation should take about 20 minutes and include visuals via overheads or powerpoint.

Possible topics include:

Attention Deficit Disorder
Gender
Dyslexia

Low Socio Economic Status
Learning Styles
Central Auditory Processing

English Language Learners
Hearing loss or disorders
Visual/Perceptual Problems

Percentages for grading will be adjusted as follows:

- a) Diagnostic Reports (50%):
- b) Student assessment folder and File Box (10%)
- c) Final exam (20%)
- d) Research paper (20%)