

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPARTMENT: Curriculum & Instruction

COURSE SYLLABUS FOR Spring 2006

Course Prefix and Number: CUI 617 B

Course Title: Advanced Diagnosis and Correction of Reading Problems

Credits: 3:3

Course Prerequisites/Corequisites: This a graduate level course designed for classroom teachers who have had previous course work in reading. Prerequisites are CUI 617 A, 615 and/or 615. (CUI 614 is also recommended) All others require special permission.

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.

Instructor Information: Dr. Francine Johnston

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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 intervention strategies and graduate students will work with struggling readers in a 12-week supervised clinical experience.

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:

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

Class attendance and participation: Because of the clinical nature of the course, only one absence or three tardies will be allowed without negatively affecting your grade. Participation includes tutoring, communicating with parents, completing weekly assignments, contributing to group work, and being ready to discuss readings and tutoring sessions. Lack of attendance and/or participation will result in the lowering of your overall grade. If you do miss a tutoring session you must make it up since parents are paying for 12 sessions. If a child misses a tutoring session you are encouraged to plan a make-up date at a time that works for you. If no such time is possible you will not be penalized for failing to make this up since it is the responsibility of the parents to bring students at the designated time. If the university is closed due to bad weather we will need to make up tutoring sessions (within reason).

Graded Assignments:

a) Clinic Reports (25%): You will be responsible for writing a clinical report for the student you tutor. Expectations for these reports will be higher in the spring than in the fall semester with special attention to final assessments and how they compare with the initial assessment, intervention activities, and recommendations. Sample of reports can be found on blackboard.

b) Weekly Updates (20%): Each week you are asked to send me an email that reports briefly upon what you did in tutoring, how your tutee responded, and what you will try the next week. Reflect on your own teaching. I will return the update to you with questions and comments. Send these updates as soon after tutoring as possible, but no later than Monday evening so that I can get them back to you before class.

c) Lesson plans and Tutoring Folder (10%).

You are to maintain a folder or notebook that contains all the assessment materials for your student as well as weekly lesson plans. Each plan should include enough detail that an informed substitute could follow it (name of book and purpose, type of word sort, etc.). You should add notes to your plan during the tutoring session that described how your tutee responded and how you might add to or alter future instruction. Folders are due at midterm and at the end.

NOTE: Lesson plans should be in line with class readings and discussion. That means that tutoring strategies should be those we talk and read about in our texts. This class is designed to give you a chance to apply what may be new strategies instead of just doing the same things you already do. Your lesson plans should indicate a clear focus on lots of reading in authentic text by the student to meet identified needs and timely and appropriate word study (for phonics, spelling, or vocabulary). Commercially prepared materials (test booklets, worksheets with prepared questions, exercises with multiple choice answers, etc.) are discouraged in general but talk to me if you believe they are justified for your student. Alternatives teaching strategies are possible but scripted programs of any kind are discouraged. Also, do not use any assessment materials for teaching (i.e. word lists, IRI passages, DRA books, etc.).

d) Lesson transcription and critique (20%). You will be expected to tape record a tutoring

session and transcribe it. It is helpful if you turn in running records, spell checks, copies of the book(s) used ,etc. to help me understand how the lesson went. Be sure to capture the interactions during guided reading – how the book was introduced, questions you asked and prompts you offered when needed. You are then to critique your own lesson and reflect upon what went well and what could be improved. Your grade will be based upon three criteria: appropriateness of the lesson itself, the transcription, and your critique and reflection. Sample transcriptions can be found on blackboard.

e) Recommendation summaries for parents (10%). You will select an area of reading and create a 1-2 page summary handout that might be attached to reports or given to parents that offers recommendations that can be understood by teachers, parents, and tutors. Possible topics include: supporting beginning readers with choral and echo reading, intervening when children do not know a word, asking questions to improve comprehension, word study (3 levels), word analysis, fluency, vocabulary, comprehension , reading for pleasure, etc. You can focus your recommendations for a grade range such as 1-2 or middle school. Put these in an interesting format (borders, column, clip art, etc. to capture visual interest)

f) Midterm Exam (20%) This will cover the chapters in McCormick we have read and discussed this semester. Class notes will help you focus on things I consider important but you should also review your chapter as well.

Grading Scale:

A+	4.3	A	4.0	A-	3.7
B+	3.3	B	3.0	B-	2.7
C+	2.3	C	2.0	C-	1.7
D+	2.3	D	1.0	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):

- Texts** Leslie, L., & Caldwell, J. (2001) *Qualitative Reading Inventory 4*. New York: Addison Wesley Longman, Inc.
McCormick, S. (2003). *Instructing students who have literacy problems*. Coumbus OH: Merrill Prentice Hall.
Morris, D. (1999). *The Howard Street tutoring manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.
Allington, Richard L. (2001) *What Really Matters for Struggling Readers*. New York: Addison Wesley Longman.

Articles

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

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.

Course Outline:

Jan 12	Orientation
Jan 19	Chapter 8 in McCormick, <i>Important Principles</i> , Review Morris as needed
Jan 26	1 st clinical sessions begin: 6:40 – 7:40. Class time 5:00 - 6:30 Readings: Chapter 9 in McCormick: <i>Word Recognition Knowledge of word meanings</i> Due: Email update by Monday (this is due after each tutoring session)
Feb 2	2 nd clinical session Readings: Chapter 10 in McCormick: <i>Word Identification</i>
Feb 9	3 rd clinical session Readings: Chapter 11 <i>Knowledge of word meanings</i>
Feb 16	4 th clinical session Readings: Chapter 12: <i>Comprehension of narrative text</i>
Feb 23	5 th clinical session Readings: Chapter 13 <i>Comprehension of expository text</i>
March 2	6 th clinical session Readings: Chapter 14 <i>The severely delayed reader and nonreader</i> Due: turn in tutoring logs for midpoint review
March 9	Spring Break for UNCG
March 16	7 th clinical session Reading: Chapter 15 <i>Other learners with special needs</i> Due: transcription and critique
March 23	8 th clinical session Reading: Spear-Swerling and Sternberg article on blackboard: <i>The road not taken</i>

Due : Recommendation Summaries (2 pages at most)

- March 30** 9th clinical session
Midterm exam
- April 6** 10th Clinical Session, Reading: *What Really Matter...s* Chapters 1 & 2
Due: Rough draft of reports for new students – turn in hard copy with initial assessment materials, final assessments can not be in place
- April 13** No Clinical Sessions – Spring Break for schools? We will meet
Reading: *What Really Matters ...* Chapters 3 & 4
- April 20** 11th Clinical Session – Start final assessments if not before but limit assessments to determining student growth (i.e. finding a frustration level and independent level is not as important)
Reading: *What Really Matters ...* Chapters 5, 6 & 7
- April 27** 12th and last clinical session and last class
Due: Hard copies of first draft reports for feedback. Send copy of draft as email attachment
- May 4** Pot luck dinner at Dr. J's house
Due: Tutoring folders and clinic reports on line by May 4th for grading.
- May 11** Final deadline for reports on line. Your grade will not be posted until report is done.