

UND TL 534: Basic Reading Diagnosis and Remediation: 2 Credits

College of Education and Human Development
Department of Teaching and Learning
Summer, 2006 06-05-06 TO 06-23-06
MTWTH 8:00-11:00 AM
Room 7 Education Building

Instructor Information

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Departmental Framework:

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the National Board for Professional Teaching Standards (NBPTS) which have been adopted for the graduate programs in the Department of Teaching and Learning. (Note: Not every dimension of the conceptual framework or every NBPTS principle is covered in any single course.)

Conceptual Framework: (www.und.nodak.edu/dept/ehd/ncate/conframework.html)

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

National Board for Professional Teaching Standards (www.nbpts.org)

Standard #1 - Teachers are committed to students and their learning. (TAAL)

Standard #2 - Teachers know the subjects they teach and how to teach those subjects to students. (TAL)

Standard #3 - Teachers are responsible for managing and monitoring student learning. (TAAL)

Standard #4 - Teachers think systematically about their practice and learn from experience. (TAL)

Standard #5 - Teachers are members of learning communities. (TAV)

Course Goals

This course is designed to meet the following goals:

- Understand the nature and multiple causes of literacy difficulties (NBPTS 2, IRA Standards for Reading Professionals 4.1, TAL)
- Know principles and procedures for assessing literacy difficulties (NBPTS 2; IRA Standards for Reading Professionals 4.2, TAAL)
- Be well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels (NBPTS 1,2,3&4; IRA Standards for Reading Professionals 4.3, TAAL)
- Develop your ability to share your knowledge with the professional community (NBPTS 5, TAV)

Course Description

This course explores the common causes of literacy disability, methods of assessment and appropriate instructional approaches for struggling learners.

Required Texts

- Lyons, C. (2003) *Teaching Struggling Readers: How to Use Brain-based Research to Maximize Learning*. Portsmouth, NH: Heinemann
- Strickland, K. (2005). *What's after assessment?: Follow-up Instruction for Phonics, Fluency, and Comprehension*. Portsmouth, NH: Heinemann

Additional Resources

- <http://www.reading.org/publications/journals/index.html>
- <http://www.library.und.edu/research/articleindexes.jsp>

Assessment of Candidate Learning

Expectations & Specific Assignments (see attached overview for further details):

- Active Participation in Class Discussions & Activities
- Learning Inquiry & Presentation
- In-Class Performance Assessment

A scoring rubric has been designed for each of the specific assignments. Criteria are given for work which is in the A range, B-C range, and D range. A final grade will be determined based upon the highest range wherein most of the criteria are met.

The University policy for giving a grade of incomplete (I) is as follows: “Incomplete shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.”

Other Policies

Please contact me if you are unable to attend a class session. If you have a disability that affects your learning, please contact Disabled Student Services to receive proper accommodations. Please notify me of accommodations.

Instructional Practices

Small and large group discussion and activities, demonstration, in-class reading/writing, and student presentations are teaching and learning practices that will be implemented in this course.

Specific Expectations & Assignments

1. Active Participation in Discussions & Activities

Your regular presence in-class and your active, supportive engagement in discussions and activities are critical elements that will ensure your attainment of course learning goals as well as make the course a worthwhile and enjoyable learning experience for you. You will be expected to:

- Come to class each day having ***actively*** read the assigned material. Come prepared with ideas, quotes of note, concerns, criticisms, etc. so that the discussions are lively and you clearly demonstrate your understandings of course material or actively engage us with questions so that misunderstandings can be clarified.

In keeping with a constructivist perspective, “schooling [and therefore this course] must be a time of curiosity, exploration, and inquiry...we look not for what students can repeat, but for what they can generate, demonstrate, and exhibit” (Brooks & Brooks, 1993 pp.9 & 16).

A range	B/C range	D/F range
<ul style="list-style-type: none"> • frequently takes active part during discussions • through comments and questions with frequent references to texts and notes, demonstrates knowledge of having <i>actively</i> read assigned material • frequently contributes and supports others during group work and whole class activities 	<ul style="list-style-type: none"> • regularly takes active part during discussions • through comments and questions with some references to texts and notes demonstrates knowledge of having read assigned material • regularly contributes and supports others during group work and whole class activities 	<ul style="list-style-type: none"> • rarely if ever takes part during discussions • through comments and questions demonstrates knowledge of superficial reading of assigned material. • rarely contributes during group work and whole class activities and/or is obstructive

Learning Inquiry Group Work & Presentation

You will work with partners to explore one of the essential components of Literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Engagement. You will have some time during class sessions to work together in groups, but you will also need to do work outside of class. Your charge is to read from one or more ***peer-reviewed professional journals*** (*Reading On-line, Reading Research Quarterly, The Reading Teacher, Journal of Adolescent and Adult Literacy, Journal of Learning Disabilities, Learning Disabilities Research & Practice, Elementary School Journal, Language Arts, The English Journal etc.*) books and reputable websites and prepare a 20-30 minute presentation, with handouts, that includes the following:

- Descriptive definition. Here you are to assume that you have an audience of teachers and parents who have limited understanding of what the component is, what it consists of and why it is important.
- 5 exemplary instructional strategies that will improve children’s abilities in this area. Of the instructional strategies you read about, choose what you believe to be the top five that will effectively improve students’ reading in this area. (Not just a list here-offer the equivalent of a procedural plan with list of materials for each, a rationale for your choice, and complete bibliographical information).

- APA style bibliography of sources
- Any other information that you decide is critical for us to know

A range	B/C range	D/F range
<ul style="list-style-type: none"> • In class discussion and presentation demonstrate that each member is a strong contributor to group work. • Provides evidence through presentation that they have become “experts” – and are able to demonstrate in-depth, detailed knowledge of the assigned component. • Have developed handouts that present key information in a highly detailed, organized, neat, clear, and creative manner. • Includes a complete APA annotated bibliography demonstrating that many, many peer-reviewed sources were explored in-depth. (12> of which not more than 3 were websites) 	<ul style="list-style-type: none"> • In class discussion and presentation demonstrate that each member contributes to group work; although some may do so more than others. • Provides evidence through the presentation that they have learned basic information about the assigned component but do not appear to have explored it in-depth “just the facts”. • Have developed handouts that give basic facts and are organized, neat, clear, and easy to read. • Includes a complete APA annotated bibliography demonstrating that a number of peer-reviewed sources were explored. (9-11 of which not more than 3 were websites) 	<ul style="list-style-type: none"> • In class discussion and presentation demonstrate that very unbalanced contribution in group work. • Provides evidence through presentation that they have learned little information about the assigned component and appear to have inquired or explored it in a superficial manner. • Have not developed handouts or material is disorganized, sloppy and gives little or no information. • Bibliography is very limited not peer-reviewed or missing or not prepared in APA format.

In-Class Performance Assessment

On the final day of class, you will be given a case to review independently. You will analyze all the materials included in the case; prepare a report indicating the student’s strengths and needs; indicate what if any further assessment is needed; suggest a preliminary plan for instruction and provide a rationale for the strategies you suggest. You may use class notes and handouts as well as course texts or articles you have read to help you complete the assessment. If you forget to bring study aides to class, your will still be required to complete the assessment on the last day.

Target : A range	Acceptable: B/C range	Unacceptable: D/F range
<ul style="list-style-type: none"> • Demonstrates a strong ability to assess learner and analyze case data. • All elements of the report are included (student’s strengths and needs; what if any further assessment is needed; a preliminary plan for instruction and a rationale for the strategies suggested) in a comprehensive manner demonstrating a rich and complete understanding of the assessment and instruction of struggling learners. 	<ul style="list-style-type: none"> • Demonstrates adequate ability to assess learner and analyze case data (it is apparent that further practice is needed) • All elements of the report are included (student’s strengths and needs; what if any further assessment is needed; a preliminary plan for instruction and a rationale for the strategies suggested) in a manner demonstrating a good but not complete understanding of the assessment and instruction of struggling learners. 	<ul style="list-style-type: none"> • Demonstrates a limited ability to assess learner and analyze data. • All or some elements of the report included (student’s strengths and needs; what if any further assessment is needed; a preliminary plan for instruction and a rationale for the strategies suggested)but in a superficial manner demonstrating limited or incomplete understanding of the assessment and instruction of struggling learners.

Tentative Course Calendar

Date	Topics & Activities	Assignments for next time
6/5	<ul style="list-style-type: none"> • Overview of syllabus and course purposes • Activity: What'd you know? • Getting Started on the Inquiry Project 	<ul style="list-style-type: none"> • Lyons Text: Chapter 1 • Strickland: Chapter 1
6/6	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 2 • Strickland: Chapter 2
6/7	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 3 • Strickland: Chapter 3
6/8	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 4 • Strickland: Chapter 4
6/12	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 5 • Strickland: Chapter 5
6/13	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 6 • Strickland: Chapter 6
6/14	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 7 • Strickland: Chapter 7
6/15	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work 	<ul style="list-style-type: none"> • Lyons Text: Chapter 10 • Strickland: Chapter 8
6/19	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Group Work (Final Day) 	
6/20	<ul style="list-style-type: none"> • Discussion • Practice and Reflection • Learning Inquiry Presentations 	
6/21	<ul style="list-style-type: none"> • Learning Inquiry Presentations • Practice and Reflection 	<ul style="list-style-type: none"> • Bring all materials for final performances assessment
6/22	<ul style="list-style-type: none"> • In –Class Performance Assessment • Course Evaluations 	