Syllabus for
ELE 403—Literacy Assessment with Clinical Experience
3 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I.   COURSE DESCRIPTION

Includes interpretation of tests and data, placement of individuals, and the diagnosis and assessment of reading disabilities. Addresses the development of case reports, including recommendations and remediation; corrective and remedial instruction utilizing appropriate materials and methods for individuals having reading problems; and instruction designed to accommodate student needs through special techniques and adaptations of instructional materials. Prerequisites: ELE 314 and ELE 344.

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Gain experience in identifying factors that may contribute to reading and writing difficulties.

B.   Gain an understanding of the nature of literacy difficulties (e.g., students' knowledge and strategies, factors embedded in reading materials, instructional factors).

C.   Gain an understanding of informal and formal initial screening procedures for identifying literacy difficulties (e.g., observation, criterion-referenced test, standardized test).

D.   Gain an understanding of procedures for diagnosing literacy difficulties (e.g., miscue analysis, IRI, running records).

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

A.   Objectives
        As a result of successfully completing this course, the teacher candidate will be able to do the following:
        1.   List and describe terminology used in a diagnostic literacy class. (IS 6; ACEI 2.1, 4.0)
        2.   Describe what is involved in setting up a prescriptive literacy program. (IS 6, 9, 12, 13; ACEI 2.1)
        3.   Prepare a checklist to evaluate a reading program. (IS 5, 6, 9; ACEI 2.1)
        4.   Set up a literature-approach reading program. (IS 6, 9, 12; ACEI 2.1)
        5.   Set up a basal-approach reading program. (IS 6, 9, 12; ACEI 2.1)
        6.   Set up a phonetic-approach reading program. (IS 6, 9, 12; ACEI 2.1)
        7.   Describe strategies for teaching comprehension. (IS 6, 9, 12; ACEI 2.1)
        8.   Discuss what is involved in good record keeping. (IS 5;)
        9.   Identify strategies for teaching word identification. (IS 6, 9, 12; ACEI 2.1)

10. Discuss how to effectively involve parents, volunteers, and peer tutors in a literacy program. (IS 5, 8, 16)
11. Administer informal and formal literacy diagnostic tests. (IS 6, 14; SEC 5, 6; ACEI 2.1, 4.1)
12. Use specific diagnostic data to determine a student's strengths and weaknesses in literacy. (IS 9, 12, 15; ACEI 2.1, 4.0)
13. Analyze clinical literacy data. (IS 6, 8; ACEI 2.1)
14. Write a prescriptive program for an individual student based on data collected. (IS 1, 9, 12, 13, 14, 15; SEC 11, 13; ACEI 4.0)
15. Demonstrate appropriate record keeping by satisfactorily compiling data for an in-depth case study. (IS 5, 6, 9, 12,14, 15;)
16. Demonstrate an understanding of ongoing informal and formal diagnosis through continuous tutoring and testing of a student. (IS 1, 5, 6, 9, 12, 16; ACEI 4.0)
17. Cite the strengths and limitations of selected informal and formal testing. (IS 5, 6, 14, 16; ACEI 4.0)
18. Identify the purpose of several literacy tests. (IS 5, 6, 14, 16; ACEI 4.0)
19. Describe the administrative procedure for a variety of reading tests instruments by satisfactorily evaluating several tests. (IS 1, 13, 14, 15,16; ACEI 4.0)
20. Discuss in writing the type of scores that are available for a variety of reading tests. (IS 5, 6, 14, 16; ACEI 4.0)
21. Demonstrate through actual clinical experiences, how to establish a positive and productive learning environment for the tutoring subject. (IS 1, 10, 16; ACEI 2.1, 4.0; SEC 10)
22. Analyze and evaluate each lesson plan and tutoring session to determine its effectiveness (IS 1)
23. Use correct written and verbal means to communicate with other professionals in order to receive and present information relevant to the tutoring subject's progress (IS 1, 2; SEC 18)
24. Match instructional activities to the P.A.S.S. objectives or Core Curriculum appropriate for the tutoring subject. (IS 2)

B. Objectives for Students in Teacher Preparation Programs
The Teacher Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Institutional Standards (IS) 1, 5-10, 12-14, 16; Elementary Education Competencies (EC) 1-6, 8-12, 14.

This course is designed to help students meet Institutional Standards, Elementary Education Competencies and Special Education Competencies.
1. Institutional Standards (IS) 1, 2, 5, 6, 8-10, 12, 13, 14, 16:
   IS 1: The candidate is a reflective, transformed educator who continually evaluates his/her practices, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
   IS 2: The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
   IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject

matter, *Oklahoma Core Curriculum,* and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

IS 6:   The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.

IS 8:   The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.

IS 9:   The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

IS 10: The candidate demonstrates an understanding of the legal aspects of education.

IS 12: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.

IS 13: The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem-solving, and applying performance skills to authentic local and global issues.

IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

IS 15: The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.

IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.

2.   Elementary Education Competencies (ACEI 2.1, 3.2, 4.0,5.1):

ACEI 2.1 Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas.

ACEI 3.2 Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

ACEI 4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ACEI 5.1 Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the

learning community and actively seek out opportunities to grow professionally.

    3.   Special Education Competencies (SEC) 1, 5, 6, 10, 18:

SEC 1: Understands the processes of human development and factors, including disability, that affect development and learning.

SEC 5: Understands types of characteristics of assessment instruments and methods for evaluating the strengths and needs of students with mild/moderate disabilities.

SEC 6: Understands procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.

SEC 10: Understands how to establish a positive and productive learning environment for students with mild/moderate disabilities.

SEC 18: Understands how to establish partnerships with other members of the school community to enhance learning opportunities for students with mild/moderate disabilities.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Material

    1.   Textbooks

        DeVries, B. (2011). *Literacy Assessment and Intervention for Classroom Teachers.* Scottsdale, AZ: Holcomb Hathaway Publishers, Inc. ISBN 9781934432150

    2.   Other

        None

B.   Optional Material

    1.   Textbooks

        None

    2.   Other

        None

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures

    1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

    2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.

    3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.' Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

        a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

b.   Failing to meet group assignment or project requirements while claiming to have done so;

c.   Failing to cite sources used in a paper;

d.   Creating results for experiments, observations, interviews, or projects that were not done;

e.   Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5.   Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.

a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B.   College of Education Policies and Procedures

1.   Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.

2.   Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the School of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
   a. Inform the professor before the event.
   b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
   c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.

5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.

6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.

7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.

8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a $15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam.

Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

9. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

10. Extra Credit—Students should not expect extra credit to help raise a grade.

11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures
    1. Evaluation Procedures
        a. The final grade is a composite of performance on the following:
            (1) Attendance and Participation   10%
            (2) Class Assignments   15%
            (3) Case Study   25%
            (4) Exams   25%
            (5) Practicum   25%
        b. Grading scale:
        A=90-100
        B=80-89
        C=70-79
        D=60-69
        F=Below 60
        c. The student is responsible for the following:
            (1) Completing all reading assignments.
            (2) Attending all regular class meetings and examinations.
            (3) Completing all special assignments and submitting them on due dates at class time.
            (4) Making worthwhile contributions during class discussions.
            (5) Completing 15 tutoring sessions.
    2. ePortfolio Requirements
    None
    Recommended: Practicum evaluation and reflection
    3. Other Policies and/or Procedures
    Special Projects:
    Case Study—Each student will prepare a case study on an elementary-age student utilizing formal and informal techniques. A prescriptive reading program will be designed based on diagnostic findings.

VI.   COURSE CALENDAR

Session   Topic

1	Course Overview/Practicum Sign-up
2	3 Paradigms of Assessment
3	Reading Process/Oral Language
4	Reading Complexity/Reading Stages
5	Running Record
6	Running Record
7	Running Record
8	Running Record/Book Introduction
9	1st Tutoring Session/Organizing for Tutoring/Interest Inventory
10	Tutoring Principles/Lesson Plan/GWL
11	**Quiz 1, Practicum Begins**
12	Analyzing a Running Record
13	Strategic Prompts
14	Routine Tutoring Sessions/Completing the Lesson Plan
15	Book Levels/Readability
16	Dolch Word List/Phonemic Awareness/Alphabet Recognition
17	Quick Write/Rubric Assessment
18	**Quiz 2**
19	Richard Gentry's Test of Spelling/Reading Rate Test
20	Teaching Strategies
21	5 Minute Written Vocabulary/Writing Strategies
22	**Quiz 3**
23	Sentence Dictation
24	Focus Student/Managing Classroom Assessment
25	IRI/Miscue analysis
26	**Quiz 4**
27	Comprehension
28	Comprehension
29	Comprehension
30	Case Study—Part I
31	Case Study—Part II
32	Case Study—Part III
33	**Final Exam**

Course Inventory for ORU's Student Learning Outcomes
ELE 403—Literacy Assessment with Clinical Experience
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive Proficiencies/Capacities**				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	**Outcome #2 – Intellectually Alert Proficiencies/Capacities**				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			

3	**Outcome #3 – Physically Disciplined Proficiencies/Capacities**				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		

4	**Outcome #4 – Socially Adept Proficiencies/Capacities**				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity				