

Syllabus for
ELE 403—Diagnosis and Correction of Reading Deficiencies
3.0 Credit Hours
Fall 2001

The Mission of the School of Education is to provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world.

I. COURSE DESCRIPTION

This course includes interpretation of tests and data, placement of individuals, and the diagnosis and assessment of reading disabilities. It also 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. (Fifteen (15)-hour practicum included.)

Prerequisites: ELE 314—Reading and Language Arts; ELE 344—Elementary Reading Methods

II. COURSE GOALS

This course is designed to help the student gain the following:

- A. experience in identifying factors that may contribute to reading difficulties.
- B. an understanding of the nature of reading difficulties (e.g., students' knowledge and strategies, factors embedded in reading materials, instructional factors).
- C. an understanding of informal and formal initial screening procedures for identifying reading difficulties (e.g., observation, criterion-referenced test, standardized test).
- D. an understanding of procedures for diagnosing reading difficulties (e.g., miscue analysis, IRI, running records).

III. COURSE OBJECTIVES

A. Objectives

The successful teacher candidate will be able to do the following:

- 1. list and describe terminology used in a diagnostic reading class. (GC 1; EEC 12)
- 2. describe what is involved in setting up a prescriptive reading program. (GC 1, 2, 3, 4; EEC 3, 4, 10, 12, 14)
- 3. develop a checklist to evaluate a reading program. (GC 1, 2, 7; EEC 4, 6, 10, 12)
- 4. set up a literature-approach reading program. (GC 1, 2, 3; EEC 4, 10, 12)
- 5. set up a basal-approach reading program. (GC 1, 2, 3; EEC 4, 10, 12)
- 6. set up a phonetic-approach reading program. (GC 1, 2, 3; EEC 4, 10, 12) describe strategies for teaching comprehension. (GC 1, 2, 3; EEC 4, 10, 12)
- 7. discuss what is involved in good record keeping. (GC 7; EEC 9)
- 8. identify strategies for teaching word identification. (GC 1, 2, 3; EEC 4, 11)
- 9. discuss how to effectively involve parents, volunteers, and peer tutors in a reading program. (GC 5, 6, 7, 10; EEC 2)
- 10. administer informal and formal reading diagnostic tests. (GC 1; EEC 6)
- 11. use specific diagnostic data to determine a student's strengths and weaknesses in reading. (GC 2, 3, 9; EEC 4, 8, 10)
- 12. analyze clinical reading data. (GC 1, 6; EEC 12)

13. write a prescriptive program for an individual student based on data collected. (GC 2, 3, 4; EEC 4, 5, 10, 11)
14. demonstrate appropriate record keeping by satisfactorily compiling data for an in-depth case study. (GC 1, 2, 3, 7; EEC 1, 9, 12)
15. demonstrate an understanding of ongoing informal and formal diagnosis through continuous tutoring and testing of a student. (GC 1, 2, 3, 5, 7; EEC 4, 5, 10, 11, 12)
16. list informal and formal components of diagnosis. (GC 1, 5, 7, 8; EEC 2, 6, 12)
17. cite the strengths and limitations of selected informal and formal testing. (GC 1, 5, 7, 8; EEC 6, 10, 12)
18. identify the purpose of several reading tests. (GC 1, 5, 7, 8; EEC 6, 12)
19. describe the administrative procedure for a variety of reading tests instruments by satisfactorily evaluating several tests. (GC 4, 5, 8, 9; EEC 6)
20. discuss in writing the type of scores that are available for a variety of reading tests. (GC 1, 5, 7, 8; EEC 2, 3, 6, 10, 12)

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: General Competencies (GC) 1-10, Elementary Education Competencies (EEC) 1-6, 8-12, 14.

This course is designed to help students meet General Competencies and Elementary Education Competencies:

1. General Competencies (GC) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
 - GC 1: The teacher understands the central concepts and methods of inquiry of the language arts and can create learning experiences that make these aspects of subject matter meaningful for students.
 - GC 2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at the elementary level.
 - GC 3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
 - GC 4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use technology.
 - GC 5: The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.
 - GC 6: The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - GC 7: The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, the language arts, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.
 - GC 8: The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
 - GC 9: The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning

- community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
- GC 10: The teacher fosters positive interaction with school colleagues, parents/families, and organization in the community to actively engage them in support of students' learning and well-being.
2. Elementary Education Competencies (EEC) 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14
- EEC 1: Understands his/her role and the variety of approaches to the organization of elementary schools.
- EEC 2: Understands the essential nature and importance of interaction and communication with students, parents, community members, and colleagues.
- EEC 3: Models the role of the lifelong learner.
- EEC 4: Understands the role of the teaching profession in curriculum change and school improvement.
- EEC 5: Understands the link between child development, curriculum, and instruction.
- EEC 6: Understands and uses a variety of strategies to (a) selects methods of assessment appropriate to each of the subject matter areas and to the age, development, and characteristics of students, (b) interprets and communicate assessment results accurately and ethically, and (c) integrates information gained from assessments into instructional plans.
- EEC 8: Analyzes his/her teaching practices through a variety of techniques.
- EEC 9: Understands appropriate classroom management systems and discipline practices.
- EEC 10: Understands the selection and use of materials, resources, and technology appropriate to individual differences.
- EEC 11: Creates an environment that facilitates learning experiences which make subject matter meaningful to students.
- EEC 12: Understands the subject matter areas common to the elementary curriculum and the integration of those subject matter areas.
- EEC 14: Understands interdisciplinary teaching and collaboration.

IV. TEXTBOOK

Required Textbooks

Roller, Cathy M. (1998). So what's a tutor to do? International Reading Association.

Shanker, J., & Ekwall, E. (1998). Locating and correcting reading difficulties. 7th ed. New Jersey: Prentice-Hall, Inc.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.

6. 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.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. The final grade is a composite of performance on the following:

(1)	Attendance and participation	15%
(2)	Class Assignments	15%
(3)	Case Study	25%
(4)	Diagnosis Notebook	15%
(5)	Quizzes	15%
(6)	Practicum	15%

- b. Grade Scale

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	Below 60

No late work will be accepted.

- 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. Portfolio Requirements—The following items are recommended as useful portfolio artifacts:

- a. Case Study report
- b. Practicum evaluation

3. Special Projects

- a. Case Study—Each student will prepare a case study on an elementary-age student utilizing formal and informal techniques.
 - (1) Diagnostic prescriptive reading program will be designed based on diagnostic findings.
 - (2) The case study will represent 20% of the final grade.
- b. Notebook—Each student will prepare a notebook containing course work, including the case study, practicum evaluation, and testing data.

VI. COURSE CALENDAR

Session	Topic	Read	Due
1	Course Overview/Practicum Sign-up		
2	Take-home Assignment: Notebook		
3	Reading Complexity/Rdg.-Wtg. Development/Tutoring Principles	R Chapters 1-4	
4	Recording Oral Reading/Reading Easy Books/Quick √ List	R Chapters 5 & 8	Interest Inventory
5	Running Record/Reading New Book	R Chapter 9	Introductory Letter
6	First Tutoring Session/Reading Challenging Book	R Chapter 12	Diagnosis Notebook Quick √ Materials
7	PRACTICUM STARTS		
8	Practicum Debriefing/ Quiz 1	R Chs. 1-5, 8, 9, 12	Student Wtg. Journal
9	Useful Teaching Strategies	S pp. 3-22	
10	Quiz 2 /Phonemic Awareness	S pp. xiii-xviii, 25-31	
11	Case Study Format/Dolch Word List	S Chapters 12-13	
12	Oral Reading	S Chapters 2-6	Oral Reading Article
13	Oral Reading/Eye-Voice Span Test/Reading Rate Test	S Chapters 7-12	
14	Informal Reading Inventory/Reading Diagnosis Chart	S p. xix	
15	Miscue Analysis/Trouble Shooting		Rdg. Diagnosis Chart
16	Quiz 3	S pp. 3-100	Reading Rate Test
17	Comprehension	S Chapters 20-21	Comp. Article E-V Span Test Comprehension Game
18	Comprehension	R Chapter 7	
19	Open Book Assignment		
20	Decoding	S Chapters 14-16	Decoding Article
21	Decoding	S Chapters 17-19	Decoding Game
22	Irlen Syndrome/Minilessons	R Chapter 11	Irlen Article
23	Book Selection/Recommendations		
24	Group Activity		
25	Quiz 4	S Chapters 14-21 R Chapters 7, 11	
26	Writing	R Chapters 6, 10	Writing Article
27	Writing		Writing Analysis
28	Study Skills/Other Abilities	S Chapters 22-28	Study Skills Article
29	Case Study—Part I		
30	Case Study—Part II		Case Study, Part I
31	Case Study—Part III		
32	Quiz 5 /Debriefing	S Chapters 22-28 R Chapters 6, 10	Case Study
	Final Exam		Diagnosis Notebook

VII. ASSESSMENT SUMMARY

Jill Steeley

Name of Instructor

ELE 403

Course No.

Diagnosis and Correction of

Reading Deficiencies

Title of Course

Education

Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

To demonstrate competency in identifying and understanding the nature of reading difficulties.

To demonstrate competency in using informal assessment techniques to identify reading difficulties.

To demonstrate competence in using techniques to improve reading difficulties.

To demonstrate competency in planning and implementing lessons to improve reading skills.

COURSE GOALS

Document tutoring plans and observation.

Document observations of student behaviors and reading difficulties.

Develop appropriate methods/materials/activities to remediate reading difficulties.

Discuss methods to assess student needs and correct reading difficulties.

ASSESSMENT OF COURSE GOALS

STIMULI:

Lesson Plans

Tutorial Reports

Case Study

Interaction with students in an elementary school setting

Interaction with classroom teacher

Running Records

Class discussion

CRITERIA:

See course syllabus.