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C&I 533.01: Advanced Diagnosis and Correction of Reading and Writing

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Advanced Diagnosis & Correction of Reading & Writing
Curriculum and Instruction 533
School of Education
The University of Montana

Faculty Information

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Office hours: by appointment

Course Purpose

This course is designed to provide graduate students, in-service teachers, and prospective school psychologists with techniques and materials for diagnosing and accommodating a learner’s reading and writing needs.

Course Objectives

1. To understand diagnosis of reading as a complex, interactive, and constructive process;
2. To focus on the domains of oral and written language, reading comprehension, word recognition, and study skills and strategic reading in order to diagnose reading needs and design appropriate instructional strategies;
3. To recognize physical, environmental, and psychological factors affecting the reading process;
4. To conduct assessments using a variety of formal and informal measures to inform instruction and learning;
5. To administer and interpret an informal reading inventory;
6. To apply analytic teaching which recognizes the reading and writing process, appreciation of student differences, and the belief in students as capable human beings;
7. To apply research on reading in writing a case study;
8. To communicate relevant information about literacy to the student, professionals, parents, and others.

Instructional Methods

The objectives are met through classroom instruction and a diagnostic experience in which each class member evaluates a reader, makes recommendations for instruction, and writes a case study.
Evaluation Criteria (based on 100 points)

10 points: Five (5) chapter reaction papers, maximum one-typed page per chapter, choose from Gipe text, chapters 1-8 or Ashmore text, chapters 1-4; due by 10/22;

30 points: Case study, typed, following the model found in the faculty pac;

20 points: Four remediation/reinforcement strategies (to be included in the case study);

15 points: Class presentation;

25 points: Final exam.

A = 90-100, B = 80-89, etc.

Readings

Required readings and materials.


C&I 533 Faculty Pack, available at UC Bookstore


Optional readings.

Use and application of past literacy texts and materials are highly recommended.
# Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Gipe</th>
<th>Ashmore</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3</td>
<td>Introduction/What is reading?</td>
<td></td>
<td>1</td>
<td>1</td>
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<tr>
<td>9/10</td>
<td>The analytic process/Language diversity</td>
<td></td>
<td>2,3</td>
<td>2</td>
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<tr>
<td>9/17</td>
<td>Reading-related factors</td>
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<td>4</td>
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<tr>
<td>9/24</td>
<td>Assessment/Formal measures</td>
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<td>5</td>
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<tr>
<td>10/1</td>
<td>Assessment/Informal measures/Informal reading inventory pp.1-47 Burns &amp; Roe</td>
<td>6</td>
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<tr>
<td>10/8</td>
<td>Independent Study</td>
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<tr>
<td>10/15</td>
<td>Writing the case study (choose presenters)/Reading &amp; writing</td>
<td>7</td>
<td>3</td>
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<td>10/22</td>
<td>Word recognition (all reaction papers due)</td>
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<td>8</td>
<td>4</td>
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<td>10/29</td>
<td>Reading Comprehension/meaning vocabulary</td>
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<td>9,10</td>
<td>5</td>
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<td>11/5</td>
<td>Election day/No class</td>
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<td>11/12</td>
<td>Strategies: Narrative and expository text</td>
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<td>11,12</td>
<td>6</td>
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<td>11/19</td>
<td>Study skills/The arts/Peer editing</td>
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<td>13,14</td>
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<td>11/26</td>
<td>Independent study</td>
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<tr>
<td>12/3</td>
<td>(All case studies are due) Case study presentations</td>
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<td>12/10</td>
<td>Case study presentations continued/ICES</td>
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<tr>
<td>12/17</td>
<td>Exam: bring bluebook, text, pen or pencil, and optional self-addressed envelope to class</td>
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