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C&I 433.01: Basic Diagnosis and Correction of Reading and Writing

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Curriculum and Instruction 433
Basic Diagnosis and Correction of Reading and Writing
The University of Montana
Spring Semester 2008

Faculty Information

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Office hours: Wednesday 2-4 and Thursday 2:30-3:30 and by appointment

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Course Purposes

Course purposes fulfill the State of Montana Professional Educator Preparation Program Standards and Procedures in the following:

- 10.58.521 Reading Specialists K-12: Candidates (a) demonstrate knowledge of the foundations of reading and writing processes and instruction; (b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process; (c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction; (d) demonstrate assessment tools and practices to plan and evaluate effective reading instruction;
- 10.58.510 Students with Disabilities K-12: Candidates (a) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum; (b) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;
- 10.58.707 School Psychologists: Candidates: (a) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.

Student Outcomes

1. To read texts and professional materials to augment one's literacy knowledge base (assigned readings);
2. To write chapter reaction papers (CRPs) that demonstrate knowledge of the foundations of reading and writing processes and instruction (2 CRPs);
3. To understand the domains of oral and written language, including language diversity, reading comprehension, word recognition, and study skills and strategic reading and apply them to literacy lesson plans (2-4 literacy lesson plans);
4. To understand factors affecting the reading process and apply them to a case study participant (case study: reading-related factors section);
5. To administer formal and informal measures and apply the results to instruction (WJ III, IRI, attitude survey, interest survey, writing sample, observations, literacy lesson plans);
6. To demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction (2-4 literacy lesson plans and reading program oral report);
7. To communicate literacy information accurately and professionally (case study, oral presentation, final exam);
8. To use technology and on-line supplements related to literacy (Blackboard and external links);
9. To write a case study that evaluates a reader and involves synthesis of all the above outcomes (case study).

Instructional Methods

Methodology includes modeling, presentations, use of technology, and a diagnostic experience in which the enrolled student selects a reader, assesses her reading strengths and needs, evaluates the findings, and devises relevant literacy lesson plans.

Evaluation Criteria (based on 100 points)

- 10 points: Two chapter reaction papers (CRPs), maximum 1-typed page per chapter, choose from the Gipe text or the Crawley and Merritt text;
- 5 points: Reading program oral report;
- 30 points: Case study, typed, following the model found in the course pack; use a **binder clip** to secure the pages of this document;
- 15 points: Two remediation/reinforcement literacy strategies (four for graduate credit) attached to your case study;
- 15 points: Class presentation;
- 25 points: Final exam.

A = 92-100, B = 84-91, C = 76-83, D = 68-75, F = below 68

Readings

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Burns, P. C., & Roe, B. D. (2007). *Informal reading inventory* (7th ed.). Boston: Houghton Mifflin.

Crawley, S. J., & Merritt, K. (2004). *Remediating reading difficulties* (4th ed.). Boston: McGraw Hill.

Curriculum and Instruction 433 Faculty Pack, available at UC Bookstore

Gipe, J. P. (2006). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Schrank, F. A., Mather, N., & Woodcock, R. W. (2004). Comprehensive Manual. *Woodcock-Johnson III Diagnostic Reading Battery*. Itasca, IL: Riverside. (provided by Ashmore)

Computer access for the on-line course supplement.

Course Outline

Date	Topic	Assignment	Gipe	Crawley & Merritt
1.23	Introduction/What is reading?		1	
1.30	The analytic process/Linguistic diversity Peer edit CRP #1		2,3	IX
2.6	Reading-related factors Collect CRP #1		4	
2.13	Assessment/Informal or direct measures Return CRP #1, writing workshop		6	VII
2.20	Assessment/Formal or indirect measures Peer edit CRP #2, submit CRP#2 via Blackboard Digital Dropbox by 2/22, 5:00 PM (Ashmore to assess and return at next class)		5	Appendices
2.27	Woodcock Johnson III Diagnostic Reading Battery	Comp Manual pp. 17-35, 50-53, 65-66, 81-83, 113-115		
3.5	Informal Rdging Inventory pp.1-47 Burns & Roe			
3.12	Writing the case study (choose presenters)/ Oral and written language		7	I, VIII
3.19	Independent Study (no face-to-face class)			
3.26	Spring Break (no class)			
4.2	Word recognition/Reading comprehension/ Meaning vocabulary		8,9,10	II, III, IV
4.9	Strategies: Narrative and expository text/ Study skills/The arts (reading program reports)		11,12,13,14	V, VI
4.16	Peer-editing case studies			
4.23	(All case studies are due.) Case study presentations/evaluate course/on-line exam available via Blackboard, Assignments link, starting 4.24			
4.30	Send on-line exam responses to Ashmore via Digital Dropbox by 4:00 PM			
5.7	(5:30 PM) Final class meeting (return case studies, oral ratings, exams and receive final grades)			

Emergency Preparedness and Response

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be the nearest marked exit. If that route is blocked, our secondary route will be the next nearest marked exit of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks, and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area south of the Education Building, at least 300 feet from the building exit. Our indoor rally point is McGill Hall. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

Grading Criteria Rubric: Reading Program Report (10 minutes maximum)

Name _____

Points possible	Points earned	Outcomes
__2__	_____	Reading program: name, publisher, year, content
__1__	_____	Use of media
__1__	_____	Organization: introduction, transitions, time limit observed, closure
__1__	_____	Professionalism: eye contact, personal appearance, delivery factors