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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 2007

*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*

This course presents techniques and materials for diagnosing and accommodating classroom students' reading and writing needs. The content is required for pre-service and in-service candidates earning their State of Montana endorsements in Reading and Special Education, as well as School Psychology candidates.

Considering the Montana Teacher Education Program Standards, 10.58.521, Reading Specialists K-12, this course provides understanding, knowledge, and application of: (a) a planned sequence of study to include a philosophy of reading instruction, sensitivity to individual needs, instruction based on strengths and needs, integration of a wide variety of genre, and research on reading; (b) the learner and the learning process with application to the importance of embedding literacy instruction with meaningful context and recognizes the developmental process of reading acquisition; (c) techniques in reading instruction and skills to diagnose reading problems that include knowledge of research-based literacy approaches, sensitivity to individual differences, value of student self-monitoring, reading-related factors, knowledge of literacy strategies in various domains, and providing services in effective settings; (d) instructional materials that reflect curriculum, research, and the learner's strengths and needs; (e) activities that relate to environmental factors that affect reading achievement, recognition of language and dialect in the reading process, and benefits of parent involvement; (f) development, management, and evaluation of literacy approaches that recognize the learner's strengths and needs, involve parents, provide alternative instruction, and include a variety of assessments; (g) the integration of the reading/writing process with the content areas by involving parents with literacy development and communicating information to the public; (h) ongoing assessment practices that reflect the complex nature of reading, include high quality text, involve multiple intelligences, and include research-based approaches; and (i) professional literacy organizations.

### *Course Objectives*

1. To comprehend knowledge and beliefs about reading: the theoretical base, the knowledge base, individual differences, diversity, and aspects of reading difficulties;
2. 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 devising appropriate instructional strategies;
3. To understand factors affecting the reading process;
4. To administer and use information from formal and informal measures to inform instruction and learning;
5. To conduct assessments that involves multiple indicators of learner progress;
6. To understand analytic teaching which recognizes the reading and writing process, appreciation of diversity and inclusion, and the belief of students as capable human beings;
7. To understand the importance of communicating information about reading to the student, professionals, parents, and others;
8. To introduce the student to research in literacy and professional literacy organizations;
9. To introduce the student to literacy technology and on-line supplements;
10. To write a case study.

### *Instructional Methods*

The objectives are met through classroom instruction, on-line supplements, and a diagnostic experience in which the enrolled students choose case study subjects, diagnose their reading strengths and needs using formal and informal measures, write a case study, and create literacy lesson plans.

### *Student Outcomes and Evaluation Criteria (based on 100 points)*

- 15 points: Three chapter reaction papers (CRPs), maximum 1-typed page per chapter, choose from the Gipe text or the Ashmore text. The final peer editing of CRPs is on **March 7** with the final CRP submitted on **March 14** or sooner;
- 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 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.

Ashmore, R. (2001). *Promoting the gift of literacy: 101 lesson plans for oral and written language*. Boston: Allyn & Bacon.

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

C&I 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	Gipe	Ashmore
1.24		Introduction/What is reading?	1	1
1.31		The analytic process/Linguistic diversity	2,3	2
2.7		Reading-related factors	4	
2.14		Assessment/Informal or direct measures	6	
2.21		Assessment/Formal or indirect measures	5	
2.28		Woodcock Johnson III Diagnostic Reading Battery	Comp Manual pp. 17-35, 50-53, 65-66, 81-83, 113-115	
3.7		<b>(final CRP peer editing)</b> Informal Reading Inventory	pp.1-47	Burns & Roe
3.14		Writing the case study <b>(choose presenters)</b> / Oral and written language <b>(All CRPs are due.)</b>	7	3
3.21		Word recognition/Reading comprehension/ Meaning vocabulary	8,9,10	4,5
3.28		<b>Spring Vacation (no class)</b>		
4.4		Strategies: Narrative and expository text/ Study skills/The arts	11,12,13,14	6
4.11		Peer-editing case studies		
4.18		<b>(All case studies are due.) Case study presentations</b>		
4.25		<b>Case study presentations (cont.)</b>		
5.2		Exam/evaluate course		
5.9	(5:30 PM)	Final class meeting (return case studies, oral ratings, exams and receive final grades)		