

9-2002

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

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## Recommended Citation

Ashmore, Rhea A., "C&I 433.01: Basic Diagnosis and Correction of Reading and Writing" (2002). *Syllabi*. 3143.  
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**Basic Diagnosis & Correction of Reading and Writing  
Curriculum and Instruction 433**  
School of Education  
The University of Montana

*Faculty Information*

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*Course Purpose*

This course is designed to provide pre-service and in-service teachers with techniques and materials for diagnosing and accommodating classroom students' reading and writing needs.

*Course Objectives*

1. To comprehend knowledge and beliefs about reading: the theoretical base, the knowledge base, individual differences, and aspects of reading difficulties;
2. To understand the domains of oral and written language, 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 student differences, 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 write a case study.

*Instructional Methods*

The objectives are met through classroom instruction and a diagnostic experience in which each class member chooses a case study subject, diagnoses the person's reading strengths and needs using direct and indirect measures, writes a case study, and creates literacy lesson plans.

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

10 points: Five (5) chapter reaction papers, maximum one-typed page per chapter, choose from Gipe text or Ashmore text, due by 10/23.

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

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

15 points: Class presentation;

25 points: Final exam.

(Grading Scale: A = 90-100, B = 80-89, etc.)

*Readings*

*Required readings and materials.*

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. (2002). *Informal reading inventory* (6th ed.). Boston: Houghton Mifflin.

C&I 433 Faculty Pack, available at UC Bookstore

Gipe, J. P. (2002). *Multiple paths to literacy: Classroom techniques for struggling readers* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

*Optional readings.*

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

*Course Outline*

	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	
			Gipe	Ashmore
	9/4	Introduction/What is reading?	1	1
	9/11	The analytic process/Language diversity	2,3	2
	9/18	Reading-related factors	4	
	9/25	Assessment/Formal measures	5	
	10/2	Assessment/Informal measures/ Informal reading inventory pp.1-47 Burns & Roe	6	
	10/9	Independent Study		
	10/16	Writing the case study (choose presenters)/ Reading & writing	7	3
	10/23	Word recognition (all reaction papers due)	8	4
	10/30	Reading Comprehension/Meaning vocabulary	9,10	5
	11/6	Independent Study		
	11/13	Strategies: Narrative and expository text	11,12	6
	11/20	Study Skills/The arts/Peer editing case studies	13,14	
	11/27	Happy Thanksgiving/No class		
	12/4	(All case studies are due.) Case study presentations		
	12/11	Case study presentations continued/ICES		
	12/18	(5:30) Exam: bring bluebook, text, pen or pencil, and optional self-addressed envelope to class		