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

Rhea A. Ashmore
University of Montana - Missoula, rhea.ashmore@umontana.edu

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Basic Diagnosis & Correction of Reading and Writing  
Curriculum and Instruction 433  
School of Education  
The University of Montana

Faculty Information

Professor Rhea Ashmore  
Education Building 211A  
Phone: 243-6170; e-mail: ashmorer@selway.umt.edu  
Office hours: by appointment

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.


C&I 433 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>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Introduction/What is reading?</td>
<td>Gipe 1</td>
</tr>
<tr>
<td>9/11</td>
<td>The analytic process/Language diversity</td>
<td>Ashmore 1</td>
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<tr>
<td>9/18</td>
<td>Reading-related factors</td>
<td>Gipe 2</td>
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<tr>
<td>9/25</td>
<td>Assessment/Formal measures</td>
<td>Ashmore 2</td>
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<tr>
<td>10/2</td>
<td>Assessment/Informal measures/ Informal reading inventory pp. 1-47 Burns &amp; Roe</td>
<td>Ashmore 3</td>
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<tr>
<td>10/9</td>
<td>Independent Study</td>
<td>Gipe 4</td>
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<tr>
<td>10/16</td>
<td>Writing the case study (choose presenters)/</td>
<td>Ashmore 5</td>
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<tr>
<td></td>
<td>Reading &amp; writing</td>
<td>Gipe 6</td>
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<tr>
<td>10/23</td>
<td>Word recognition (all reaction papers due)</td>
<td>Ashmore 7</td>
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<td>10/30</td>
<td>Reading Comprehension/meaning vocabulary</td>
<td>Ashmore 8</td>
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<tr>
<td>11/6</td>
<td>Independent Study</td>
<td>Gipe 9</td>
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<tr>
<td>11/13</td>
<td>Strategies: Narrative and expository text</td>
<td>Ashmore 10</td>
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<td>11/20</td>
<td>Study Skills/The arts/Peer editing case studies</td>
<td>Ashmore 11</td>
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<td>11/27</td>
<td>Happy Thanksgiving/No class</td>
<td>Gipe 12</td>
</tr>
<tr>
<td>12/4</td>
<td>(All case studies are due) Case study presentations</td>
<td>Ashmore 13</td>
</tr>
<tr>
<td>12/11</td>
<td>Case study presentations continued/ICES</td>
<td>Gipe 14</td>
</tr>
<tr>
<td>12/18</td>
<td>(5:30) Exam: bring bluebook, text, pen or pencil, and optional self-addressed envelope to class</td>
<td>Ashmore 15</td>
</tr>
</tbody>
</table>