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" (2003). Syllabi. 3665.
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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 presents techniques and materials for diagnosing and accommodating classroom students' reading and writing needs. The content is required for pre-service and in-service teachers earning their endorsements in Reading and/or Special Education. 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) understanding of the learner and the learning process with application to the importance of embedding literacy instruction with meaningful context; (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, understanding reading-related factors, knowledge of literacy strategies in various domains, and providing services in effective settings; (d) instructional materials that reflect curriculum, research, learner’s strengths and needs, and incorporate technology; (h) development, management, and evaluation of literacy approaches that recognize the learner’s strengths and needs, involve parents, use technology, recognize the importance of time, encourage higher order thinking skills, provide alternative instruction, include a variety of assessments, and encourage creative responses to text; and (j) ongoing assessment practices that reflect the complex nature of reading, include high quality text, involve multiple intelligences, include research-based approaches, and provide for teacher and student self-reflection.
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 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.

Student Outcomes and Evaluation 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 March 19.

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>1.29</td>
<td>Introduction/What is reading?</td>
<td>Gipe 1</td>
</tr>
<tr>
<td></td>
<td>The analytic process/Language diversity</td>
<td>Ashmore 1</td>
</tr>
<tr>
<td>2.5</td>
<td>Reading-related factors</td>
<td>2,3 2</td>
</tr>
<tr>
<td>2.12</td>
<td>Assessment/Formal measures</td>
<td>4</td>
</tr>
<tr>
<td>2.19</td>
<td>Assessment/Informal measures/</td>
<td>5</td>
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<tr>
<td>2.26</td>
<td>Informal reading inventory pp.1-47 Burns &amp; Roe</td>
<td>6</td>
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<tr>
<td>3.5</td>
<td>Writing the case study (choose presenters)/Reading &amp; writing</td>
<td>7, 3</td>
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<tr>
<td>3.12</td>
<td>Word recognition (all reaction papers due)</td>
<td>8, 4</td>
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<tr>
<td>3.19</td>
<td>Spring Break (no class)</td>
<td>5</td>
</tr>
<tr>
<td>4.2</td>
<td>Reading Comprehension/Meaning vocabulary</td>
<td>9, 10 5</td>
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<tr>
<td>4.9</td>
<td>Strategies: Narrative and expository text</td>
<td>11, 12 6</td>
</tr>
</tbody>
</table>
4.16  4:30 Attend PDK Research Symposium
4.23  Study Skills/The arts/Peer editing case studies   13,14
4.30  (All case studies are due.) Case study presentations/ICES
5.7   Exam: bring bluebook, text, pen or pencil, and optional self-addressed envelope to class
5.14  (5:30) Final class meeting