

Fall 9-2004

# 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 and Correction of Reading and Writing  
Curriculum and Instruction 433**

School of Education  
The University of Montana  
Fall Semester 2004

*Faculty Information*

Professor Rhea Ashmore  
Education Building 310  
Phone: 243-5415; e-mail: rhea.ashmore@mso.umt.edu  
Office hours: Wednesday 2:00-4:00 and Thursday 3:00-5:00 and by appointment

*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 State of Montana 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) 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; (f) activities that relate to environmental factors that affect reading achievement, recognition of language and dialect in the reading process, and benefits of parent involvement; (h) 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; (i) the integration of the reading/writing process with the content areas by involving parents with literacy development and communicating information to the public; (j) ongoing assessment practices that reflect the complex nature of reading, include high quality text, involve multiple intelligences, and include research-based approaches; and (k) 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 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)*

15 points: Five chapter reaction papers (CRPs), maximum 1-typed page per chapter, choose from the Gipe text or the Ashmore text, all due by **October 20** for final peer editing with last CRP submitted via on-line supplement;

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 = 82-91, C = 72-81, D = 62-71, F = below 62

## 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.

Computer access for the on-line course supplement.

### *Optional readings.*

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

## Course Outline

	Date	Topic	Assignment
			Gipe Ashmore
9.1		Introduction/What is reading?	1 1
9.8		The analytic process/Language diversity	2,3 2
9.15		Reading-related factors	4
9.22		Assessment/Formal measures	5
9.29		Assessment/Informal measures/	6
10.6		Informal reading inventory pp.1-47 Burns & Roe	
10.13		Writing the case study ( <b>choose presenters</b> )/ Reading & writing	7 3
10.20		Word recognition ( <b>All reaction papers are due for final editing.</b> )	8 4
10.27		Reading Comprehension/Meaning vocabulary	9,10 5
11.3		Strategies: Narrative and expository text	11,12 6
11.10		Study Skills/The arts/Peer editing case studies	13,14
11.17		<b>(All case studies are due.) Case study presentations</b>	
11.24		(No class: Thanksgiving)	
12.1		<b>Case study presentations</b> continued/evaluate course	
12.8		<b>On-line exam due:</b> may use texts and notes	
12.15		(5:30) Final class meeting (return case study, oral ratings, final grade)	