

SYLLABUS
EDUC 3253-Diagnostic and Prescriptive Teaching of Reading
Fall 2011

General Information:

<u>School:</u> Education	<u>Department:</u> Education
<u>Course Number:</u> EDUC 3413	<u>Hours Credit:</u> 3
<u>Course Title:</u> Diagnostic and Prescriptive Teaching of Reading	

Instructor:

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Textbook:

Primary Text: Cooper, J. David and Kiger, Nancy D. *Literacy Assessment*. 4th Edition. Houghton Mifflin. (2011) **rental**
Other Required Materials: Flynt, E. Sutton and Cooter, Robert B. Jr. *Reading Inventory for the Classroom*. 5th Edition. Pearson Publishers. (2004) **purchase.**
Crawley, Sharon and Merritt, King. *Remediating Reading Difficulties*. 4th Edition. McGraw Hill. (2004) **purchase.**

Knowledge Base:

Both theoretical and practical aspects of pedagogy as it applies to the reading will be presented. Learning styles that are most effective for teaching all aspects of the reading to children with difficulties will be examined. Diversity issues are discussed in this course as they apply to reading. Issues of English as a second language are discussed.

Course Description:

3253 Diagnostics and Prescriptive Teaching of Reading
(Fall/Spring)

Prerequisite: EDUC 3313, EDUC 3233, and admission to Teacher Education Program. This course will continue the development of an understanding of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of diagnosing and correcting reading problems. This course will continue the development of the understanding of the 5 elements of reading and how the aspects of the elements are used in diagnosing correcting reading problems. This course will provide instruction on diagnosing and correcting reading problems using methods, techniques, practices, assessment tools, and materials that are currently being used in the public school systems and listed in Reading First Legislation. Candidates will learn their roles in teaching reading based on state and federal mandates as well as working with diverse populations. Clinical experience and service learning will be done through tutoring public school students with practice in diagnosing and correcting reading problems using the knowledge of the 5 elements of reading, scientific research based methods, research from the National Reading Panel, and best practices with diverse student populations.

Course Competencies:

ACEI Association for Childhood Education International #'s (1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2, and 5.4)
OKGC Oklahoma General Competencies for Teacher Licensure and Certification #'s (1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 14, and 15)

Teacher Candidates in this class will

1. Learn to identify various reading difficulties among their students.
2. Learn how to assess the causes of various reading difficulties among their students.
3. Become familiar with various informal reading inventories for assessment of reading difficulties and of improvement from remediation and prescriptive teaching.
4. Become familiar with formal assessment tools in identifying reading difficulties.
5. Learn how to interpret test scores and prescribe instructional practices in order to remediate difficulties.
6. Learn how to identify and remediate unique problems of ESL and Special Ed Students
7. Examine the latest Education Research in reading.
8. Learn how to work with teachers in other content areas, with parents, and with the public in order to help children overcome their reading problems.
9. Learn about the 3 reading test that are used in the area, Dibels, BEAR, TPRI
10. Recall the aspects of Title I program and Reading First
11. Participate in a **service learning project**

Assessments/ Assignments:

Assignments should be typed (unless otherwise specified) and turned in **when due by 4:30 that day. If this is not done, it will be reflected in the grade of the assignment. Assignments will be marked down 10% for everyday that they are late. Please refer to rubrics given for grading of specific assignments.**

Refer to the schedule for due dates.

1. 1. In addition to regular class attendance and reading of assigned material, as a class candidates will tutor students in a local public school (Guymon Public Schools) in the area of reading. This will be done weekly. The instructor will be present during the tutoring. This is a hands on approach and a valuable real-life experience in working with children with reading difficulties. This is also considered a **service learning project**. **“Failure to complete total pre-service experiences housed within an individual course will result in a grade of “F” unless the instructor and candidate have made other arrangements and the instructor agrees to provide the candidate with a grade of Incomplete (“I”) –the time in which to complete the field experiences shall not be more than one semester.** This will be a 10 to 7 hour project. Completing these requirement late will affect the final grade of this class by 10% of the overall grade for every week that it is late.

NOTE: Students are also expected to conduct themselves as professionals when doing pre-service experiences. This includes language, manners, dress, and etc.

Below is an excerpt from page 29 of the OPSU Education Department Policies and Procedures Handbook:

PUBLIC SCHOOL REGULATIONS

When doing fieldwork or student Internships, candidates are expected to act in accordance with all local school regulations governing pupils and professional personnel in the school to which they are assigned. Candidates are required to check into and out of public schools during pre-service field experiences. They must arrange with public school personnel to obtain a visitor’s pass or whatever is required at that particular public school. **As representatives of the university and the department, all candidates are required to dress professionally and to follow dress codes of the public school in which they are placed. At the beginning of their placement, teacher candidates should ask their cooperating or supervising teacher(s) or building administrator for a copy of local rules and regulations. Candidates are required to comply with university and public school regulations at all times. Failure to follow regulations can result in removal from an experience or Internship.**

This means to dress conservatively and appropriately. Please remember that you are representing OPSU and the OPSU Education Department. When you enter your specific school for the first time, please ask your supervising teacher for a copy of the school's dress code and follow it. If you are in doubt or you have any questions, please ask him/her.

Bottom line

- **Dress professionally. A polo shirt, khakis and comfortable shoes are always a safe bet. Ladies, please refrain from wearing tops with spaghetti straps or lowcut tops. Gentlemen, no shorts or sandals.**
- **Keep your cell phone turned off or set to "silent" and keep it in your pocket or your purse.**
- **Other issues that may be brought to your attention and/or you may be asked to address are (but not limited to): tattoos, piercings, and unnatural colored hair.**

Ask your supervising teacher what his/her school's rules and regulations are regarding these areas. Please contact me if you have any questions. Thank you!

2. Students will interpret standardized test data provided by the instructor and write a formal interpretation and prescription for instruction.

(100 pts)

3. In addition to regular class attendance and reading of assigned material, students will administer the Informal Reading Inventory to one public school student. They will mark miscues and write an interpretation of their findings. IRI will be done during one of the class sessions and students will complete the rest of the assignment outside of class (100 points)

4. Students will review 5 case studies of possible students in their classes, then design a plan of instruction within the regular classroom, and discuss how they will implement it. (100 points)

5. Students will pass examinations from the assigned readings (200 points)

***** Note- Due to changes in state law all elementary education candidates must pass a state reading test developed by the Reading Task Force (originally called the phonics group). This test will include question items from each of the 5 components of reading. A candidate cannot graduate or student teach until a passing score is received on this test. The candidate will receive an "I" or incomplete in this class until the exam is completed at 70% level.**

Course Scoring

Interpret Standardized Test Scores	100	pts
Informal Reading Inventory	100	pts
Case Studies	100	pts
TwoTest	200	pts
Total	500	pts

***** remember 7 hours of observation/ field experience must be completed in order to receive a grade in this class. An "I" or incomplete will be given to any student that does not complete this requirement of 7 hours. Not completing this on time will cause the student's letter grade to drop by one letter grade or more. . Candidates must comply with **confidentiality and FERPA** in regards to information about students from the public school.

Grading Scale

100-90 %	A
89-80%	B
79-70%	C
69-60%	D
Below 60%	F

***** I do not round up. The electronic program averages grades out to the first decimal point or the 10ths. EX: 89.8 would be a B.**

Attendance and Academic Dishonesty/Plagiarism Policy:

Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student's final grade by 10%.

Cheating/ Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as "*Verbatim copying of an entire paper, not writing or composing your own work, submitting anyone else's (student, friend, professional, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.*"

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic.

Plagiarism- Plagiarism is defined as "Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else's (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test." The following includes, but does not limit, specific items that constitute plagiarism:

1. un-cited ideas, structure, organization, data, or information;
2. verbatim passage(s) or phrase(s) not in quotation marks and cited;
3. submitting another student's paper or program or art or musical composition or design or machine, etc. as your own.
4. submitting a paper (etc) written by a spouse, relative, roommate, parent, etc.,
5. mosaic plagiarism, i.e. plagiarized passages included in the author's own work,
6. submitting a paper (etc) so heavily edited by a tutor or anyone else that it is no longer the original student's work,
7. submitting the same paper (etc) in two different classes without the knowledge and approval of instructor,
8. using any source without citation, including web/internet sources,
9. buying or downloading a paper (etc),
10. having someone else do a substantial portion of the work for you - called by some improper collaboration,
11. submitting any work which you were to have created but didn't as your own.

Late Assignments:

Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments. Students should refrain from “sliding assignments” under the instructor’s door. The instructor is not responsible for any assignment that is left under his office door. **Also, students will be allowed to give their late papers to Ms. Maggie Cline, School of Education secretary. It is strongly recommended that students keep a copy of their assignments. Please refer to rubrics given for grading of specific assignments. Any assignment submitted via email must be acknowledged that I received it by reply to your email. If I do not acknowledge it or the attachment is not sent the assignment was not received and will be late.**

Finally, no "Incomplete" grades will be assigned to any student unless the proposed completion time has been discussed with the instructor two weeks prior to the end of the semester. The instructor reserves the right to alter the course requirements as the situation arises.

Attendance: Attendance in class is required.

Attendance will be taken and will affect the student’s final grade by 10%. Grades will be adjusted because of excessive absences (over 2). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

Excessive tardiness will also affect the student’s final grade by 10%. Extreme lateness may cause a class period to count as an absence. This is a professional class and you are building work habits for your profession. Principals would not accept teachers being late to teach classes. According to Oklahoma Law teachers can be fired for chronic tardiness to work under neglect of duty or unprofessional conduct.

Statement of Academic Accommodations:

Disabilities: Requests for accommodations for disabilities should have made prior to the state of the semester through the Counseling Office – HMH 141 (academic, i.e. learning disabilities, physical. i.e. mobility, vision, hearing). However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform will in this class. Please advise the instructor of such a disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period and he/she will contact the Counseling Office.

Procedures for addressing disabled students' needs are found in the Policy and Procedure manual for Accommodations for Students with Disabilities.

Special Reminders:

Fall 2011 Academic Calendar –
August 23 —Final day to change sections, enroll, or add a class
August 30 —No refund on dropped courses after this date
August 31 —Beginning of grade of W for dropped courses
November 7 —Beginning day of grade W or F for dropped courses
November 9 —Pre-Enrollment for Fall
November 18—Final day to drop or withdraw from a class
December 12 -15 —Final exams

Schedule of Assignments:

See Attached Sheet

Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

BIBLIOGRAPHY

- Allington, R. (1994) What's special about special programs for children who find learning to read difficult. *Journal of Reading Behavior*. 26.95-115.
- Clay, M. (1979) *The early diction of reading difficulties*. Heinemann.
- Clay, M. (1993) *Reading Recovery: A guidebook for teachers in training*. Heinemann.
- Cunningham, P. M.; Hall, D. P. (2000) *Guided reading: The Four Blocks way*. Carson-Delarosa.
- Miller. W. H. (2004) *Improving early literacy*. Jossey-Bass (Wiley Publishing Co.)
- Pikulski, J. J. (1994) Preventing reading failure: a review of five effective programs. *The Reading Teacher*. 48, 30-39.
- Opitz, M.F., Rubin, D. , and Erikson, J. (2011) *Reading Diagnosis and Improvement*. Boston: Pearson Publishing
- Reutzel, D and Cooter, R.B. *Strategies for Reading Assessment and Instruction*. (2011) Boston: Person Publishing

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OKGC Oklahoma General Competencies for Teacher Licensure and Certification #'s (1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 14, and 15)

Course Competency	How content will be presented	How student learning will be assessed
1. Teacher Candidates in this class will learn to identify various reading difficulties among their students.	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, reading tutoring participation/journal, interpret standardized test scores, Informal Reading Inventory, Case Studies
2. Teacher Candidates in this class will Learn how to assess the causes of various reading difficulties among their students.	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, reading tutoring participation/journal, interpret standardized test scores, Informal Reading Inventory, Case Studies
3. Teacher Candidates will become familiar with various informal reading inventories for assessment of reading difficulties and of improvement from remediation and prescriptive teaching.	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, Informal Reading Inventory,
4. Teacher Candidates will become familiar with formal assessment tools in identifying reading difficulties.	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, interpret standardized test scores, Informal Reading Inventory, Case Studies
5. Teacher Candidates will learn how to interpret test scores and prescribe instructional practices in order to remediate difficulties.	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, interpret standardized test scores, Case Studies

6. Teacher Candidates will learn how to identify and remediate unique problems of ESL and Special Ed Students	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, , interpret standardized test scores, Case Studies
7. Teacher Candidates will examine the latest Education Research in reading	Class lecture, textbook readings, classroom discussions,	Examinations, class discussions, research project
8. Teacher Candidates will learn how to work with teachers in other content areas, with parents, and with the public in order to help children overcome their reading problems.	Class lecture, textbook readings, classroom discussions, and power point presentations	Examinations, class discussions, reading tutoring participation/journal
9. Teacher Candidates will learn about the 3 reading test that are used in the area, Dibels, BEAR, TRI	Class lecture, textbook readings, handouts, classroom discussions, and power point presentations	Examinations, class discussions,
10. Teacher Candidates will recall the aspects of Title I program and Reading First	Class lecture, textbook readings, handouts, classroom discussions, and power point presentations	Examinations, class discussions,
11. Teacher Candidates will participate in a service learning project	Class lecture, classroom discussions, and tutoring	class discussions, reading tutoring participation/journal,