SYLLABUS
EDUC 3253-Diagnostic and Prescriptive Teaching of Reading
Fall 2009

General Information:

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

Instructor:

Mr. Jerry Mihelic, M.ED, Assistant Professor
Office: HMH 112
Telephone: 580-349-1438 or 1-800-644-OPSU ext. 1438
Office Hours: Mon. & Wed. 8:30 to 10:45, Wed. 2:30 to 3:00
Tues. & Thurs. 9:15 to 10:45, 1:00 to 2:15
-Note: Please do not drive in just to see me. If you are making a special trip in to see me, call ahead of time. Occasionally, I might be in a meeting or at a school visiting during my office hours.

Email: jmihelic@opsu.edu

Textbook:


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:

This course provides instruction on ways to diagnose and remEDIATE reading difficulties in the classroom program. Teacher candidates will learn methods, techniques, practices, and materials related to diagnosis and remediation, as well as learn about programs, state and federal mandates, and related issues. Teacher candidates will learn their roles in working with children in special federal programs. Diversity issues are discussed in this course in reference to kinds of diversities, awareness of how various diversities are handled in the classroom, and instruction of diverse populations. Special attention is paid to how language and culture affects reading instruction in English.

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, TRI
10. Recall the aspects of Title I program and Reading First
11. Participate in a service learning project
Assessments:
Assignments should be typed (unless otherwise specified) and turned in when due. 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. In addition to regular class attendance and reading of assigned material, as a class candidates will tutor students in a local public school 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. (100 pts)

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 two students at different grade levels of proficiency. They will mark miscues and write an interpretation of their findings. This will be done at Academy during one of the Tuesday sessions (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 (300 points)

6. Final (100 points)
Course Scoring
Reading Tutoring Participation/Journal 100 pts
Interpret Standardized Test Scores 100 pts
Informal Reading Inventory 100 pts
Case Studies 100 pts
Three Test 300 pts
Final Test 100 pts

Total 800 pts

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
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.

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 3). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

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:

See Attached sheet – Fall 2009 Academic Calendar - No refund on dropped courses or complete withdrawals after August 25- Final day to drop or withdraw from class, November 17.

Disclaimer:

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


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)
<table>
<thead>
<tr>
<th>Course Competency</th>
<th>How content will be presented</th>
<th>How student learning will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher Candidates in this class will learn to identify various reading</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, reading tutoring participation/journal, interpret standardized test</td>
</tr>
<tr>
<td>difficulties among their students.</td>
<td></td>
<td>test scores, Informal Reading Inventory, Case Studies</td>
</tr>
<tr>
<td>2. Teacher Candidates in this class will learn how to assess the causes of</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, reading tutoring participation/journal, interpret standardized test</td>
</tr>
<tr>
<td>various reading difficulties among their students.</td>
<td></td>
<td>test scores, Informal Reading Inventory, Case Studies</td>
</tr>
<tr>
<td>3. Teacher Candidates will become familiar with various informal reading</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, Informal Reading Inventory, Case Studies</td>
</tr>
<tr>
<td>inventories for assessment of reading difficulties and of improvement from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>remediation and prescriptive teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher Candidates will become familiar with formal assessment tools in</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, interpret standardized test scores, Informal Reading Inventory,</td>
</tr>
<tr>
<td>identifying reading difficulties.</td>
<td></td>
<td>Case Studies</td>
</tr>
<tr>
<td>5. Teacher Candidates will earn how to interpret test scores and prescribe</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, interpret standardized test scores, Case Studies</td>
</tr>
<tr>
<td>instructional practices in order to remediate difficulties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher Candidates will learn how to identify and remediate unique problems</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, interpret standardized test scores, Case Studies</td>
</tr>
<tr>
<td>of ESL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. Teacher Candidates will examine the latest Education Research in reading</td>
<td>Class lecture, textbook readings, classroom discussions,</td>
<td>Examinations, class discussions, research project</td>
</tr>
<tr>
<td>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.</td>
<td>Class lecture, textbook readings, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions, reading tutoring participation/journal</td>
</tr>
<tr>
<td>9. Teacher Candidates will learn about the 3 reading test that are used in the area, Dibels, BEAR, TRI</td>
<td>Class lecture, textbook readings, handouts, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions,</td>
</tr>
<tr>
<td>10. Teacher Candidates will recall the aspects of Title I program and Reading First</td>
<td>Class lecture, textbook readings, handouts, classroom discussions, and power point presentations</td>
<td>Examinations, class discussions,</td>
</tr>
<tr>
<td>11. Teacher Candidates will participate in a <strong>service learning project</strong></td>
<td>Class lecture, classroom discussions, and tutoring</td>
<td>class discussions, reading tutoring participation/journal,</td>
</tr>
</tbody>
</table>