

Feinstein School of Education and Human Development
Department of Elementary Education
Fall 2010
Horace Mann Hall – Room 183
Mondays: 4:00 –6:50

1. **Course Number:** ELED 685 – 01
2. **Course Title:** Diagnosis of Reading Difficulties
3. **Instructor:** Dr. Robert T. Rude
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4. **Course Descriptions:**

Catalog: This will be a hybrid on-line course taught through lectures, demonstrations, textbooks, Internet readings and experiences, and on-line videos. Students are introduced to the theory of reading difficulties and develop skill in diagnosis. A portion of this course involves tutoring of culturally-diverse, inner-city adolescent students. This course is intended for professionals who work with disabled readers.

Relationship to Professional Program: ELED 685 is a required course in the M.Ed. in Reading Program. Completion of either ELED 534: Developmental Reading: Pre-K-8 or ELED 501: Reading in the Content Areas provides students with the background knowledge needed to successfully complete ELED 685.

Relationship to Knowledge Base and SEHD: This course is a broad-based, performance-oriented approach to helping students with literacy problems in both reading and writing. A key aspect of the course is to help candidates to become reflective practitioners. Accordingly, the PAR (Planning, Action, Reflection) paradigm is followed. Throughout the course, special emphasis is placed on

better understanding how multicultural, technology, and global perspectives are important in dealing with students with literacy problems.

5. Course Information:

This is a hybrid course, delivered face-to-face and via the Internet. The online portions are asynchronous, meaning that you do not have set class times or classes to attend. In an asynchronous class, the emphasis is on what you learn, not how long you sit in class. Attendance is defined as the time it takes you to learn what you need to learn and to produce the products (papers, essays, presentations, discussions) required.

Lectures may take the form of video online (streaming), audio files or video files with PowerPoint, audio files, and/or written documents. In order to see the video online, students must have the most current video viewer on their computer or have access to computers with this capability. You may also listen to MP3s in the media player of your choice.

Prerequisites: Graduate status; ELED 534 or ELED 501.

Required Text:

Barr, R.; C. L.Z. Blachowicz, A. Bates, C. Katz, & B. Kaufman. *Reading Diagnosis for Teachers: An Instructional Approach, 5/e.* Boston: Allyn & Bacon, 2007.

Bear, Donald; M. Invernizzi, S. Templeton, and F. Johnson. *Words Their Way.* Columbus, Ohio: Merrill Publishing Comp. 2004.

Course Objective	2010 IRA Standards	RIPT Standards	RI College Conceptual Framework	Evidence of Learning
1. Describe the reflective practitioner model and explain how this model applies to the teaching of students with literacy difficulties	1.1, 1.3	1, 2, 3	Knowledge	1. Class discussion 2. Reflective self-evaluation 3. Weekly digital response journal log to a peer candidate.
2. Explain how reading specialists operate in today's	2.1, 3.1, 3.2, 3.3, 3.4	1	Knowledge, Professionalism	1. Shadow a reading specialist for

schools				five hours. 2. Attend a professional literacy conference. 3. Prepare a written reaction to a NY Times educational piece and other educational websites.
3. Use technology to access information to help the literacy professional communicate with other professionals	3.4	8	Pedagogy	1. Preparing a case study report. 2. Peer evaluation of a reflective weekly digital response journal log
4. Describe assessments and materials that might be appropriate to use with students who have literacy problems	2.1, 2.2, 2.3	9	Pedagogy	1. Tutoring a Hispanic secondary-level student.
5. Interpret diagnostic information and make recommendations to help students overcome literacy problems	3.3, 3.4	2, 9	Pedagogy	1. Tutoring a Hispanic secondary-level student. 2. Preparing a Case Study Report
6. Discuss assessments that can be used to help students with vocabulary literacy problems	2.2, 2.3	5, 9	Pedagogy	1. Tutoring a Hispanic secondary-level student
7. Discuss assessments that can be used to help students with word study literacy	2.2, 2.3	5, 9	Pedagogy	1. Tutoring a Hispanic secondary-level student

problems				
8. Discuss assessments that can be used to help students with comprehension literacy problems	2.2, 2.3	5, 9	Pedagogy	1. Tutoring a Hispanic secondary-level student
9. Explain how culturally divergent students' literacy assessments need to be modified and interpreted to help them become competent readers and writers	2.2, 4.1, 4.2, 4.3	4	Pedagogy, Diversity	1. Tutoring a Hispanic secondary-level student
10. Discuss the role of parents in the cooperative effort to help students with literacy difficulties	3.4	6, 7	Knowledge, Professionalism	1. Prepare a written case study.
11. Prepare one or more artifacts to be included in the M.Ed. in Reading Professional Portfolio	1.1, 2.1, 3.1, 3.3, 3.4, 4.2, 5.2, 6.2	10, 11	Knowledge, Professionalism	1. Case Study Report 2. Tutoring a Hispanic Secondary Student.

6. Course Schedule, Topics, and Reading Assignments:

August 30 Introduction to the Course

September 6 – College Closed – Labor Day

September 13 – Model for Reading Diagnosis and Instructional Planning – Chapter 1

September 20 – Knowledge of Print – Chapter 2

September 27 - Knowledge of Print – Oral Reading Analysis and Instructional Support – Chapter 3

October 4 – Tuesday (Monday classes meet) - Knowledge of Print – Oral Reading Analysis and Instructional Support – Chapter 3

October 11 – College Closed (Classes meet on Tuesday)

October 12 – Prior Knowledge and Vocabulary Development, Assess and Instructional Support – Chapter 4

October 18 – Reading Comprehension: Its Nature and Development – Chapter 5.
Tutoring

October 25 - Reading Comprehension: Assessment and Instructional Support – Chapter 6. **Tutoring**

November 1 – Reading Comprehension: Assessment and Instructional Support – Chapter 6- **Tutoring**

November 8 - Writing: A Window on Reading – Chapter 7 - **Tutoring**

November 15 – Writing: A Window on Reading – Chapter 7 - **Tutoring**

November 22 - Using Informal Reading Inventories and Extended Passages – Chapter 8

December 6 – Decision Making: Organizing, Using, and Communicating Assessment Information – Chapter 9

December 13 – Final Exam Week

Course Requirements:

There are a variety of activities built into this course. Many of these activities will be done in class but there will also be work to be done outside of the classroom setting. Among the things you will be asked to demonstrate this semester are the following:

Visit a reading specialist and shadow him/her for a minimum of five hours.

Maintain a digital double-entry response journal that will be updated, read, and comment on each week.

Communicate with your classroom peers via a chat room discussion forum.

Design an assessment and instructional program after watching a disabled reader read connected text and respond to probed questions.

Use the Internet/World Wide Web/New York Times to access information about current reading issues and include this information in your weekly digital response journal.

Attend a professional conference or workshop devoted to some aspect of reading and writing literacy.

Interpret assessment data and write a summary from a case study.

Evaluation:

This is a performance-based course. You will be asked to demonstrate competency on a wide variety of assignments that are designed to make you a more effective reading specialist and a better teacher. Where appropriate, rubrics will be used to guide you in the carrying out of your assignments. Grades for the course will be determined by the following means:

Shadowing a Reading Specialist Write-up – 15%

Digital Double-Entry Response Journal – 30%

Case Study Report – 20%

Class Participation – 15%

Professional Conduct – 10%

Reflective Self Evaluation – 10%

Each item will be graded using the standard Rhode Island College grading pattern. Weighted grades will be summed at the end of the semester to determine your earned letter grade.

If you have a documented handicap, please alert me to this fact after the first class session. I will make provisions for you throughout the rest of the semester.

Please Note: If you have a cell phone, please disable it before attending class or set it to vibrate to alert you to emergency telephone calls.

Best Practices

- Reading means getting meaning from print.
- Reading is a process.
- Reading is the best practice for learning to read.
- Reading assessment should match classroom practice.

- Schools that are effective in teaching reading have an ethos that supports reading.
- All children can and should write.
- Teachers must help students find real purposes to write.
- Students need to take ownership and responsibility.
- Effective writing programs involve the complete writing process.
- Effective teachers use evaluation constructively and efficiently.

7. Office Hours:

I am available to meet with you whenever it is convenient for you. Call or e-mail me to arrange an appointment. My regular office hours are M & W from 11:00 AM – 4:00 PM. My virtual office hours are M-F 5:00 AM – 7:00 PM.

11. Technical Requirements (hardware/software):

- you must have access to a computer with high speed Internet access – given file downloads and streaming media – a dial up connection is not viable.
- Microsoft Office 2007 – you may purchase Office 2007 from the RIC Bookstore for \$12.00.
- You will have access to several streaming video lectures in each module. Adobe Flash Player must be installed in order to view these video lectures. (<http://get.adobe.com/flashplayer>)
- This course will also take advantage of lectures on iTunesU (<http://www.apple.com/itunes/download/>). Having **an iPod is not a requirement**, but having iTunes available on your computer is a requirement.
- This course will also include several documents in PDF format. You must have Adobe Reader installed on your computer to view these files (http://adobe.9-pdf-pro.com/index.asp?aff=100&camp=gg_AA_us&se=google).

*Note: If your computer doesn't support these programs, there are numerous computer labs on the RIC campus that will allow you to view documents and complete class assignments. It is your responsibility to schedule time each week to make use of these labs. It is recommended that you plan on the equivalent of three to four hours per week to meet these on-line obligations. If your computer supports these programs, you can complete course requirements at your convenience.

12. Class Netiquette:

Online comments and language should be appropriate, respectful, and display tolerance towards the views of others.

Blackboard Login Page:

<http://blackboard.ric.edu>

All course documents are linked within Blackboard or are freely available on the web.