

AEDR 421
Assessing and Correcting Reading Difficulties - ELE
FALL 2008

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Meeting Time: T 8:30-11:30 J. D. Lever

I. Descriptive Information

- A. AEDR 421: **Assessing and Correcting Reading Difficulties**
- B. Catalog Description: (3) (Prerequisite: AEDR 420 and admission to Education Professional Program or special permission of education advisor) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on testing procedures, instructional materials and teaching techniques. Issues of diagnosis and teaching based upon the state mandated testing are explored.
- C. Intended Audience: Juniors and seniors who have been admitted to the Education Professional Program in early childhood or elementary education.
- D. Dynamic Educator
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as one who plans, instructs, manages, communicates and grows professionally.

II. Course Goals and Objectives:

- A. General Goal: To understand and practice diverse methods of diagnosing reading problems of children in the elementary classroom and to determine strategies to correct these problems.
- B. Instructional Objectives: After reviewing the dimensions of the reading process:
 - 1. The candidate will study a student's development through direct, guided observations; focused inquiry through data collection and systematic analysis; and self-study of interaction with children.
 - 2. The candidate will have various experiences with assessment to (a) select methods of assessment appropriate to each of the disciplines and to the age, development, and characteristics of students, (b) interpret and communicate assessment results accurately and ethically, and (c) integrate information gained from assessments into instructional plans.
 - 3. The candidate will learn to use informal and formal assessment strategies to plan and individualize curriculum and teaching practices and develop and use authentic performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
 - 4. The candidate will become familiar with selecting, evaluating, and interpreting formal, standardized assessment instruments and information used in the assessment of children, and understand how to integrate authentic classroom assessment data with formal assessment information.
 - 5. The candidate will be involved in clinical/field experiences in the use of a variety of assessment and evaluation methods.
 - 6. The candidate will be involved in programs in the area of students' literacy development to help him/her create experiences for students in reading, writing and oral language. The integration of reading, writing and oral language with each other and with the content areas of the elementary school curriculum will be stressed.

7. The candidate will learn about and implement ways of promoting vocabulary strategies for student independence.
8. The candidate will discover the flexible use of a variety of strategies for recognizing words in print.
9. The candidate will learn strategies readers can use to discover meaning from print and to monitor their own comprehension.
10. The candidate will identify and develop appropriate responses to differences among language learners (e.g., linguistic, socio-cultural, intellectual, physical).
11. The candidate will have the opportunity to communicate with parents concerning the school language program and developmentally appropriate language experiences at home.

III. Course Readings:

A. Required Texts:

- Braunger, J. & Lewis, J. P. (2006). *Building a knowledge base in reading*. (second edition). Newark, DE & Urbana, IL: International Reading Association and National Council for Teachers of English.
- Johnson, P. (2006). *One child at a time: Making the most of your time with struggling readers, K-6*. Portland: Stenhouse Publishers.
- Wilde, S. (2000). *Miscue analysis made easy: Building on student strengths*. Portsmouth, NH: Heinemann.

Selected professional articles

IV. Instructional Procedures: Instructional procedures include lectures, demonstrations, on-line and class discussions, small group work, supplemented with the use of videotapes, PowerPoint, and the Internet.

V. Course Requirements:

A. Administrative Requirements:

1. Candidates will sign the USCA HONOR CODE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USCA Student Handbook. A breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

Honor Code: The following statement should appear on all assignments: *On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge I am not in violation of academic honesty.*

_____ Signature

2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

3. Your attendance is expected at ALL class meetings. Attendance will impact grades in regards to in-class assignments that cannot be made up. You are responsible for any content that you miss due to absences, tardiness, or early dismissal from class.

Inclement weather – On days that you are assigned to be in the schools, adhere to the schedule of the Aiken County Schools. This information can be accessed at: www.aiken.k12.sc.us

On days that you are assigned to be on campus, adhere to the USCA schedule that can be accessed at: www.usca.edu

4. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

5. Submission of assignments after the due dates **will result** in loss of points.

6. Blackboard will be used for communication between the teacher candidates and the professor.

B. Academic Requirements:

1. **Reflections on Assigned Readings and Class Engagements:** Because learning occurs through reflection on experience, reflecting and writing about your reactions to assigned readings and class engagements will allow you to deepen your understandings of the course content. There are three formats for reflections that are required in this course:

a. Blackboard Discussion Group (**due Mondays by 3:00 p.m.**) – Each week you will logon to Blackboard where you will reflect on your assigned readings and respond to another student's reflection. Your responses to your readings and to your peers are places for you to raise questions, explore and react to issues that arise, and to push each other as learners.

b. In-Class Discussions – Each class meeting we will expand and deepen our understandings of the assigned readings and class engagements through in-class discussions. In these discussions, we will analyze issues and questions from our Blackboard responses as well as address new issues that emerge.

c. Exit Slips – At the end of each class meeting you will complete an exit slip in which you reflect on class engagements in relation to what you are coming to understand about the teaching and learning of reading. Exit slips should be thoughtfully completed and include insights, connections, and questions.

2. **Case Study Notebook:** During this semester, you will complete a case study as you learn research based literacy assessment practices. Each week, you will meet with one student and engage him/her in developmentally appropriate literacy assessments and instruction that is responsive to the strengths and needs of the student based on the assessments. You will maintain a binder which will include all the data you collect. Possible data sources include but are not limited to:

- Anecdotal Notes
- Interest Interviews/Inventories
- Written Conversations
- Student Writing Samples
- Running Records
- Miscue Analysis
- Teacher Made Assessments
- Pictures
- Standardized Test Scores
- Dominic Assessments
- Dibels Assessments
- Audio Recording of Student Reading

3. **Weekly Report on Your Work with One Student (due Saturdays by midnight):** Each week, after meeting with your student, you will write a report which will include observations you made as you interacted with the student (here's what), your interpretations of your observations (so what?), your instructional plans (now what?), and next steps you will take (then what?) We will work through this reflective structure in class.

4. **Letter of Theoretical Support:** Using data from your Case Study Notebook along with your reflections on course readings, you will craft a letter, of no more than 5 pages, describing what you have

come to know theoretically about literacy learning and the role of assessment in literacy learning. You will decide to whom the letter will be addressed – an administrator, teachers, a school board, a legislator, the media, etc. Your letter should describe how your work with one student influenced your understandings of literacy teaching and learning and how this work will impact your classroom instruction. A possible structure might be:

I've just spent time studying the field of literacy education and using that knowledge to get to know one student well. In the process, I've deepened my understandings about some important things I think all teachers should know...

*I've learned that (cite authors and theorists whose work helped you develop this knowledge)...
This became clearer to me as I worked with one student and saw...
This tells me that, in classrooms, it is critical that we...*

This structure (or versions of it) could be repeated for each key point you want to make.

5. **Final Exam:** Your final exam will be a multiple-choice exam that will assess your theoretical and practical understandings of the course content.

VI. Evaluation and Grading Scale

Course guidelines for grading: This course is a graded course using A, B+, B, C+, C, D, and F. 93-100% is considered an A; 90-92% is considered a B+; 85-89% is considered a B; 80-84% is considered a C+; 75-79% is considered a C; 70-74 is considered a D; any grade below 70 is considered an F.

Your grade will be determined based on the 6 academic requirements, attendance, and class participation.

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| • Reflections on Required Readings and Class Engagements | 20% |
| • Case Study Notebook | 15% |
| • Weekly Reports | 40% |
| • Letter of Theoretical Support | 15% |
| • Final Exam | 10% |

Tentative Course Schedule

| AEDR 421 Assess/Correct Reading Difficulties ELE – Tues. 8:30-11:30 – J.D. Lever | | | |
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| Class Meeting | Topics | Readings | Assignments |
| Aug 26 | <ul style="list-style-type: none"> Review Syllabus Assessment vs. Evaluation Kidwatching/Anecdotal Notes | <ul style="list-style-type: none"> BKBR Ch. 1 One Child Ch. 1 | <ul style="list-style-type: none"> Exit Slip |
| Sept. 2 | <ul style="list-style-type: none"> Assessment and planning structure for looking closely at one reader Weekly Report | <ul style="list-style-type: none"> BKBR Ch. 2 Weaver Article | <ul style="list-style-type: none"> BB Reflection/Response for week one readings Exit Slip |
| Sept. 9 | <ul style="list-style-type: none"> Language Acquisition Funds of Knowledge Interest Inventories | <ul style="list-style-type: none"> Goodman Article One Child Ch. 2 | <ul style="list-style-type: none"> BB Reflection/Response for week two readings Exit Slip |
| Sept. 16 | <ul style="list-style-type: none"> Models of Reading The Reading Process Burke Reading Interview | <ul style="list-style-type: none"> BKBR Ch. 4 Core Understandings 1-4 | <ul style="list-style-type: none"> BB Reflection/Response for week three readings Weekly Report Exit Slip |
| Sept 23 | <ul style="list-style-type: none"> Learning is Social Schema Theory | <ul style="list-style-type: none"> BKBR Ch. 4 Core Understandings 5-7 | <ul style="list-style-type: none"> BB Reflection/Response for week four readings Weekly Report Exit Slip |
| Sept. 30 | <ul style="list-style-type: none"> Learning Environment Classroom Community Concepts About Print/Show Me Book | <ul style="list-style-type: none"> BKBR Ch. 4 Core Understandings 8-10 | <ul style="list-style-type: none"> BB Reflection/Response for week five readings Weekly Report Exit Slip |
| Oct. 7 | <ul style="list-style-type: none"> Interacting with Print Phonemic Awareness Phonics Sentence Writing and Spelling | <ul style="list-style-type: none"> BKBR Ch. 4 Core Understandings 11-13 Miscue Made Easy Ch. 1-4 | <ul style="list-style-type: none"> BB Reflection/Response for week six readings Weekly Report Exit Slip |
| Oct. 14 | <ul style="list-style-type: none"> Time for Reading Listening to Students Read | <ul style="list-style-type: none"> Miscue Made Easy Ch. 5-7 | <ul style="list-style-type: none"> BB Reflection/Response for week seven readings Weekly Report Exit Slip |
| Oct. 21 | <ul style="list-style-type: none"> Miscue Analysis Choosing texts Recording Reading Retelling | <ul style="list-style-type: none"> Miscue Made Easy Ch. 8-9 | <ul style="list-style-type: none"> BB Reflection/Response for week eight readings Weekly Report Exit Slip |
| Oct. 28 | <ul style="list-style-type: none"> Miscue Analysis Cueing Systems Coding Miscues | <ul style="list-style-type: none"> Miscue Made Easy Ch. 10-11 | <ul style="list-style-type: none"> BB Reflection/Response for week nine readings Weekly Report Exit Slip |
| Nov. 4 | Election Day – No Class | | |
| Nov. 11 | <ul style="list-style-type: none"> Miscue Analysis Accuracy Fluency Comprehension | <ul style="list-style-type: none"> One Child Ch. 4 | <ul style="list-style-type: none"> BB Reflection/Response for week ten readings Weekly Report Exit Slip |
| Nov. 18 | <ul style="list-style-type: none"> From Assessment to Instruction | <ul style="list-style-type: none"> One Child Ch. 5 | <ul style="list-style-type: none"> BB Reflection/Response for week eleven readings Case Study Notebook Exit Slip |
| Nov. 25 | <ul style="list-style-type: none"> From Assessment to Instruction | <ul style="list-style-type: none"> One Child Ch. 6 | <ul style="list-style-type: none"> BB Reflection/Response for week twelve readings Exit Slip |
| Dec. 2 | <ul style="list-style-type: none"> From Assessment to Instruction | <ul style="list-style-type: none"> One Child Ch. 7-9 | <ul style="list-style-type: none"> BB Reflection/Response for week thirteen readings Letter of Theoretical |

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| | | | <ul style="list-style-type: none">• Support Exit Slip |
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