I. Course Description/Overview

In this course students will have an opportunity to apply their knowledge of reading instruction by teaching children with reading difficulties. In addition, students will gain knowledge of strategies for comprehension, word recognition and study skills. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies on the youngsters being tutored. Some emphasis will also be placed on the many roles of the reading professional.

II. Rationale

This course is an advanced course which presumes graduates students have had introductory reading courses at the graduate level. Students will apply their knowledge of assessment and learning strategies learned in previous courses.

III. State Adopted Proficiencies and Competencies

State Adopted Proficiencies - The state adopted proficiencies covered in this course include the following:

A. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
B. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
C. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

IV. TExES Competencies

The reading specialist understands and applies...
1. Knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students’ oral language development at the levels of early childhood through grade 12.

2. Knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students’ phonological and phonemic awareness at the levels of early childhood through grade 12.

3. Concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students’ reading acquisition at the levels of early childhood through grade 12.

4. Knowledge of word identification skills and strategies and instructional methods that promote students’ reading competence at the levels of early childhood through grade 12.

5. Knowledge of reading fluency and instructional methods that promote students’ reading competence at grades 1 through 12.

6. Knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.

7. Knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

8. Knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

9. Knowledge of assessment instruments and procedures used to monitor and evaluate students' progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

10. Knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

11. Knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

12. Knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

13. Knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

V. Course Objectives and Outcomes

1. The student will diagnose reading difficulties in an individual student.

2. The student will develop a plan of remediation based on results of diagnosis.

3. The student will differentiate instruction as indicated by assessment of youngsters' individual backgrounds, personal adjustment, aptitude, interests, and achievement.
4. The student will demonstrate varied instructional strategies in the literacy program.
5. The student will select and use a variety of high interest materials and appropriate techniques for helping pupils with reading difficulties.
6. The student will develop instructional materials a student can use at home to reinforce reading skills practiced in the tutoring setting.
7. The student will synthesize the results of assessment, instruction, and observation in making recommendations about a reading disabled student’s future educational program.
8. The student will conduct an action research assessment and write a scholarly report on the research.

VI. Course Topics
   B. Diagnosis
   C. Program Organization
   D. Using Authentic Materials
   E. Using Commercial Materials
   F. Working with Paraprofessionals
   G. Roles of Reading Professionals (doctoral students only)
   H. Disseminating Information to Literacy Professionals (doctoral students only).

VII. Instruction Methods and Activities
   Methods and Activities for instruction include:
   A. Traditional experiences (lecture, discussion, demonstration, guest speakers)
   B. Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations, role play)
   C. Field experiences (case studies practicum)
   D. Presentations on various literacy assessments

VIII. Evaluation and Grade Assignment
   B. Methods of Evaluation and Criteria for Grade Assignments
      Assignments in this course are required in two areas: clinical practicum and scholarly research.
      1. The major paper related to the practicum is a case study, which provides information about testing and tutoring. The completed case study will contain an introduction, data on assessments, interpretation of assessments, discussion of instructional activities, and recommendations for further instruction. (100 points)
      2. There are four interim reports related to individual case study components. These reports will be components of the final case study. You are required to turn them in so I can review your writing and make
suggestions and recommendations before you turn in the final report. (40 points)

3. The practicum takes place in a weekly two-hour reading clinic. You will tutor a student based on assessments you have conducted with the student. The practicum will involve development of an instructional contract that is based on your assessments of the student, weekly lesson plans, observations, and individual conferences. (100 points)

4. The major paper related to the course content is a mini action research paper on a topic related to assessment. You will administer assessments to an outside group of students and write up your results as research findings. The purpose of this assignment is to prepare you for the capstone course you will take at the end of your masters program. General topics include, but are not limited to phonemic awareness, phonics, fluency, vocabulary, comprehension, and reading attitudes. (100 points)

5. You will provide an in-class presentation of your research findings. (40 points)

Note: Points will be deducted if you miss class or practicum. Note\(^2\): This course is managed through BlackBoard. Details about assignments are posted on BlackBoard.

C. Grading Scale (points)

| Case study* | 100 |
| Interim case study reports | 40 |
| Practicum | 100 |
| Research presentation | 40 |
| Research Paper | 100 |
| TOTAL POINTS | 380 |

Absences:
Minus 10 points from class
Minus 20 points from practicum

Grades
A---------93%
B---------86%
C---------73%
D---------66%

*Completed and approved case reports must be submitted the final day of class. If they are not, the student will receive a failing grade.
### Course Schedule and Policies

#### A. Tentative Course

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Schedule</th>
<th>Clinic</th>
<th>Requirements due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Class \nIntroductions Course requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Clinic Explanation \nOrganizing for Instruction, Contracts, ILPs, Record Keeping</td>
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<td>First Day of BEST Parent meeting, interviews, Garfield</td>
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<tr>
<td>Jan. 28</td>
<td>Diagnostic issues - IRI</td>
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<tr>
<td>Feb. 4</td>
<td>Assembling diagnostic data \nContract development</td>
<td>Diagnosis continues - IRI, Writing inventory</td>
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<tr>
<td>Feb.11</td>
<td>Individual conferences</td>
<td>Tutoring begins</td>
<td>Tutoring contracts \nCase study report #1</td>
</tr>
<tr>
<td>Feb.18</td>
<td>Strategies</td>
<td>Tutoring \nContracts shared with parents</td>
<td>Case study report #2</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Strategies</td>
<td>Tutoring \nParents</td>
<td>Case study report</td>
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<tr>
<td>Mar. 3</td>
<td>6697 Strategy presentation</td>
<td>Tutoring</td>
<td></td>
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<tr>
<td>Mar. 10</td>
<td>Cadre meetings</td>
<td>Tutoring</td>
<td>Case study report #4</td>
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<tr>
<td>Mar. 17</td>
<td>Spring Break - no class or clinic \n6697 Strategy presentation</td>
<td>Tutoring</td>
<td>6697 Strategy presentation</td>
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<tr>
<td>Mar. 24</td>
<td>6697 Strategy presentation</td>
<td>Tutoring</td>
<td></td>
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<tr>
<td>March 31</td>
<td>Strategies</td>
<td>Tutoring</td>
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<tr>
<td>April 7</td>
<td>Individual conferences</td>
<td>Tutoring</td>
<td>Case study draft due</td>
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<tr>
<td>April 14</td>
<td>Research presentations</td>
<td>Post-testing 1</td>
<td>Research presentations</td>
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<tr>
<td>April 21</td>
<td>Research presentations</td>
<td>Post-testing 2</td>
<td>Research presentations</td>
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<tr>
<td>April 28</td>
<td>Case studies due \nResearch presentations</td>
<td>BEST Celebration with children and parents</td>
<td>Research Case study due</td>
</tr>
</tbody>
</table>
B. Course Policies

Attendance/tardiness

Attendance will be recorded for both the class sessions and practicum sessions of this course. Ten points will be deducted from every class session missed; twenty points will be deducted from every practicum session missed. Notification of an absence does not constitute a class waiver.

Late work and Make-up Exams

Full credit will not be given for late assignments or unexcused missed conferences. Because mis is a practicum course, there can be no extensions for the final case study.

Extra Credit

Extra credit is not an option for this course.

Cell Phone/Electronic Device Usage

Cell phones and other electronic devices should not be used during class. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by
someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. March 30, 2012 is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**


**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

X. Required Reading: Textbooks


Recommended text:

XI. Bibliography


