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

The purpose of this course is to provide students with the opportunity to engage in an intensive one-on-one diagnostic and instructional experience with one child. This course is an integral part of the reading specialist certification program. As a reading specialist, an individual must be able to diagnose children’s skills and attitudes in many different areas. From those assessments, the reading specialist must be able to design and implement an individualized instructional program specific to the child. This course provides a supervised practicum experience for graduate students who will assess an individual child and develop and implement a 12-week instructional program for that child.

III. State Adopted Proficiencies and Competencies

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

1. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
2. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
3. 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.  TEExES Competencies

The reading specialist understands and applies…

001  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.

002  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.

003  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.

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

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

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

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

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

009  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.

010  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.

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

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

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

V.  Learning Objectives

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 research a topic related to instruction and write a scholarly report on the research.

VI. Course Topics
Course topics include:
- Interpreting individual assessments of a child’s reading and writing performance and a child’s attitudes toward reading and writing.
- Development of an instructional program based on findings from individual assessments.
- Appropriate instructional strategies in word recognition, comprehension, study skills, content reading, writing, and oral communication.
- Specific reading-related topics such as dyslexia and Response to Intervention.

VII. Instructional Methods and Activities
Instructional strategies include, but are not limited to:
- Lecture
- Class discussion
- Small group interactions
- Modeling

VIII. Evaluation and 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.
2. There are four interim reports related to individual case study components.
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.
4. The major paper related to the course content is a research paper on a topic related to instruction. General topics include, but are not limited to:
   • Phonemic awareness
   • Phonics
   • Fluency
   • Vocabulary
   • Comprehension
   • Reader response
   • Student motivation
5. You will provide an in-class presentation of your research findings.

Note: This course is managed through BlackBoard. Details about assignments are posted on BlackBoard.

**Evaluation**

**Grading Scale (points)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study*</td>
<td>100</td>
</tr>
<tr>
<td>Interim case study reports</td>
<td>40</td>
</tr>
<tr>
<td>Practicum</td>
<td>100</td>
</tr>
<tr>
<td>Research presentation</td>
<td>40</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Absences: Minus 10 points from class; 20 points from practicum</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 380

**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.*
### IX. Course Schedule

This is a tentative schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Clinic</th>
<th>Requirements due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Introductions</td>
<td>Course requirements</td>
<td></td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Clinic Explanation</td>
<td>Organizing for Instruction, Contracts, ILPs, Record Keeping</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Diagnostic issues – IRI</td>
<td>First Day of BEST Parent meeting, interviews, writing inventory, Garfield</td>
<td></td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Assembling diagnostic data</td>
<td>Diagnosis continues – IRI,</td>
<td></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Contract development meetings</td>
<td>Tutoring begins</td>
<td>Case study report #1</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Cadre meetings</td>
<td>Tutoring</td>
<td>Tutoring contracts</td>
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<tr>
<td></td>
<td></td>
<td>Contracts shared with parents</td>
<td>Case study report #2</td>
</tr>
<tr>
<td>Mar. 5</td>
<td>Individual conferences</td>
<td>Tutoring</td>
<td>Case study report #3</td>
</tr>
<tr>
<td>Mar. 12</td>
<td>Spring Break – no class or clinic</td>
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<tr>
<td>Mar. 19</td>
<td>Instructional strategies</td>
<td></td>
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<tr>
<td>Mar. 26</td>
<td>Conferences</td>
<td>Tutoring</td>
<td>Case study report #4</td>
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<tr>
<td>Apr. 2</td>
<td>Instructional strategies</td>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>Cadre meetings</td>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td>April 16</td>
<td>Research presentations</td>
<td>Post-testing</td>
<td>Case study draft due</td>
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<tr>
<td>April 23</td>
<td>Research presentations</td>
<td>Post-testing</td>
<td>Research presentations</td>
</tr>
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<td>April 30</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>Research presentations</td>
<td>BEST Celebration with children and parents</td>
<td>Research presentations</td>
</tr>
<tr>
<td></td>
<td>Case studies due</td>
<td></td>
<td>Case study due</td>
</tr>
</tbody>
</table>
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 this 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
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. April 8, 2016, is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

Classroom/professional behavior

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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

X. **Required Reading: Textbooks**


XI. **Bibliography**


Appendix

Use the format, not the form!

Case Study—Reading Clinic Practicum
B.E.S.T. PROGRAM
Texas A&M University—Corpus Christi
Corpus Christi, TX 78412

I. STUDENT INFORMATION

Background data

Child’s name _______________________________
Parent’s name _______________________________
Address _______________________________
Phone _______________________________
Date of Birth _______________________________
Date Report Submitted _______________________________
School _______________________________ Grade ________
Tutor’s Name _______________________________
Attendance _____ of _______ days.

Additional data (1/2 to 1 page)
II. DIAGNOSTIC INFORMATION: DATA

Tests Administered and Results

Information Reading Inventory – Burns & Roe (give full citation).

a. Graded Word Lists

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<th>Posttest (Date)</th>
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b. Graded Passages

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<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Oral</td>
<td>Silent/</td>
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<td>Independent</td>
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</tr>
<tr>
<td>Reading Level</td>
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<tr>
<td>Instructional</td>
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<td>Reading Level</td>
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<td>Frustration</td>
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<td></td>
<td></td>
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<tr>
<td>Hearing Capacity</td>
<td></td>
<td></td>
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<tr>
<td>Level</td>
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<tr>
<td></td>
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</tbody>
</table>
Cassidy Information Writing Inventory

Composing

a. Spelling __________% correct
b. Capitalization/Punctuation __________% correct
c. Coherence (1-7) __________ level
d. Vocabulary/Sentence Complexity __________ level

4. Additional Testing

[Include full test name/citation as well as scores]

III. DIAGNOSTIC INFORMATION: INTERPRETATION (2-3 pages)

IV. SUMMARY OF CORRECTIVE ACTION (2-4 pages)

V. RECOMMENDATIONS (1 page)

This case report is submitted in partial fulfillment of the requirements for READ 5697.

Tutor _____________________ (signature)
Date ______________________