Course Description
This is an undergraduate diagnostic reading course. This course is an introduction to various formal and informal means to assess the reading strengths and weaknesses of children. Students will have the opportunity to apply a variety of reading assessment strategies and develop an instructional plan for young children. You will work one-on-one with a student for 7 weeks. During this time you will administer several informal diagnostic reading tests and plan a reading program to assist the student.

Rationale
This is an advanced course that presumes undergraduates have had some introductory reading experiences/courses. Students will learn various assessment techniques that can be applied in the classroom with individual students or with groups of students.

Generalist, EC-6 Standards, Chapter 149, Standards
A link to these can be found in Blackboard under the “Syllabus” link.

Course Objectives and Learning Outcomes
- Students will analyze formal and informal assessment instruments and administer informal and formal assessments and analyze the results.
- Students will select and adapt appropriate instructional strategies based upon assessment results for working with readers of varying abilities and implement these through actual instruction with a tutee.
- Students will design a dynamic instructional literacy plan for a child to use during each tutorial session.
- Students will analyze all assessment and instructional data to complete a case study of their assigned tutee.
- Students will collaborate with a peer in another course to analyze assessment results of and plan instruction for a shared tutee.

Course Topics
The major topics to be considered are:
- individual assessment instruments and procedures,
- interpreting reading and writing assessment results,
- designing appropriate instruction based on assessment, and
- relating appropriate TEKS to assessment results.

Instructional Methods and Activities
Methods and activities for instruction include:
  ● traditional Experiences (lecture, discussion, demonstration), and
  ● clinical Experiences (simulations, cooperative groups, student demonstrations and presentations, and experiences working with elementary learners).

Evaluation and Assignments
A. **Evidence of Learning:** Throughout the semester, you will turn in responses to readings and class discussions. These responses should be a thoughtful synthesis of the reading assignment and the information and activities that occur during class sessions. These will be submitted via Blackboard in the form of a journal entry or a discussion forum. See class schedule for due dates. See Blackboard for rubric.

B. **Bag of Books:** You will put together a “bag of books” to use during the first day of tutoring to enjoy with your student and to begin to build rapport. Because you will know little about your child prior to meeting her/him, you need to look for books that cover a variety of genres and reading levels. Your bag must consist of 10 books. You will submit a book list via Blackboard that includes the title, author, publisher, date of publication, and a brief description of each book. See class schedule for due date. See Blackboard for rubric.

C. **Student Reading Profile:** You will prepare a preliminary report on your assessment findings on the Student Reading Profile template found in Blackboard. This will be a brief listing of scores and objective notes about your student’s performance on the assessments that you will administer during the first two tutoring sessions. See class schedule for due date. See Blackboard for rubric.

D. **Lesson Plans:** You will prepare a lesson plan for each day you assess and instruct your student. The plan must be typed and available during each tutoring session. **Lesson plans are due (via Blackboard) no later than 11:59p on the Friday prior to class.** You will lose points for submitting plans after the due date. There will usually be revisions that you will need to complete and resubmit by Sunday evening. You will complete a brief reflection after completing the tutorial session. All plans, along with their reflections, will be turned in with the final case study at the end of the semester. Further guidelines will be explained in class. There is an example of the lesson plan form template in Appendix B and several others in Blackboard. The lesson plan form you will use will be based on the instructional reading level of your student. See class schedule for due dates. See Blackboard for rubric.

E. **Tutoring sessions:** You will work with one child for 7 tutoring sessions. You are required to be present for all tutoring sessions. If you can't make the session, you must reschedule for another day and provide documentation of the rescheduled time (i.e., parent signature, email, or voicemail). If you do not make up that missed day you will not receive credit for that tutoring session and you will lose **50 points for each missed tutoring session.** If your student is not in attendance on the date the plan addresses, you will not be penalized for missing the session; however, you are expected to observe a classmate at that time. The instructor will suggest one or two peers for you to observe. A lesson reflection is expected based on your observation of a classmate’s tutorial lesson. In the reflection section of the lesson plan, write “student absent” and provide a response to the tutoring session you observed. **Twenty (20) points will be deducted** for each absence during the class sessions held before the tutoring period.
F. **Culminating Assessment: Case Study Portfolio and Oral Report:** ***NOTE:** This is the benchmark assignment for this course. You must achieve a minimum score of 175 points on the case study in order to pass this course. You will administer and analyze formal and informal assessments and select and adapt appropriate instructional strategies based upon assessment results for working with readers of varying abilities and implement these through actual instruction with a tutee. The results of your work with this one child will be summarized in a case study through narratives for each assessment administered and each instructional area addressed. It is expected that your work be well written, typed, spell-checked, and grammatically correct. See class schedule for due date. See the scoring sheet and rubric for this assignment in Appendix A and in Blackboard.

G. **Collaborative Meetings with Partner in SPED 4325:** As part of a disciplinary reading clinic project, and to prepare you to collaborate with other teachers, this course section has a component where you and a partner from a special education course will share a tutee. You will tutor the child on Mondays and your partner will tutor the same child on Wednesdays. You will meet weekly (most likely on Thursday or Friday) and share assessment and instructional strategies, as well as what you’re noticing regarding the child’s reading behaviors. Each time you meet, please complete and submit notes on the collaboration form (see Blackboard for forms, as the forms change somewhat each week) and submit the forms via Blackboard. See class schedule for due dates. See Blackboard for rubric.

H. **Extra Credit** (5 points for each Student Reading Council (SRC) meeting you attend.

**Grade Assignment**
Grades will be assigned according to the professional level of the final assignment submissions.

**Points**

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<th>Points</th>
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<tr>
<td>A. Evidence of learning</td>
<td>60 points</td>
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<td>a. Textbook responses</td>
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<td>b. Class discussion responses</td>
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<td>B. Bag of Books</td>
<td>50 points</td>
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<td>C. Student Reading Profile</td>
<td>50 points</td>
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<td>D. Lesson Plans</td>
<td>35 points</td>
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<td>E. Tutoring Sessions</td>
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<td>a. Missed class (-20)</td>
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<td>b. Missed tutoring session (-50)</td>
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<td>F. Case study portfolio and oral report</td>
<td>220 points</td>
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<td>G. Collaborative meetings with partner</td>
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<td><strong>Total possible points</strong></td>
<td><strong>450 points</strong></td>
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<th>Percentage</th>
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<td>92-100</td>
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<td>83-91</td>
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<td>75-82</td>
<td>C</td>
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<td>68-74</td>
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Class Schedule (TBA)

Required Texts:

Additional Information
● You will submit paperwork to CCISD for a background check prior to the start of the tutoring sessions.
● You will also be paired with a tutor from SPED 4325 and will meet with that person once per week to plan for the child you will tutor.

Additional Resources
● TEKS: English Language and Reading
  https://tea.texas.gov/Academics/English_TEKS_Review/
● EC-6 Generalist Standards
  http://www.tea.state.tx.us/index2.aspx?id=6066

Bibliography of Selected References:
Additional Policies

Attendance/tardiness

Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. In addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade.

For each class session over ONE missed, your final grade will be decreased one letter grade. Arriving 15+ minutes late and leaving 15+ minutes early (either on the same or separate days) will result in one absence.

Late work and Make-up Exams

Full credit will not be given for late assignments. There will be no extensions for the final case study.

Cell Phone/Electronic Device Usage

Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate. Absolutely NO phones are allowed during tutorial sessions.

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.

See calendar for drop and other important dates.

**Preferred methods of scholarly citations**
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

**Classroom/professional behavior**
Professional decorum is expected.

**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 CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Veteran’s Affairs for assistance at (361) 825-2331.