Course Description
In this course students learn techniques for diagnosis and correction of reading problems as they work with children experiencing difficulty in learning to read. Prerequisite: 6 hours of graduate Reading courses including READ 5345.

Rationale
This course is an advanced course which presumes graduates students have had introductory reading courses at the graduate level. Students will learn various assessment techniques which can be applied in the classroom with individual students or with groups of students. The course includes a supervised practicum in assessment.

State Adopted Proficiencies
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.
**TexES Competencies**

The following TExES competencies are covered in this course:

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.
**Student Learning Objectives**

- The student will evaluate an informal reading assessment.
- The student will identify the factors which influence reading achievement and be aware of how to assess these factors.
- The students will understand the strengths and weaknesses inherent in assessment procedures.
- The student will understand how to use various assessments.
- The student will interpret test results and integrate them with information gleaned from observations and interviews; the final result will be a case study.
- The student will blend knowledge, skill, intuition, and beliefs in making informed professional decisions concerning the means to diagnose and remediate a child's reading disability.
- The student will become aware of cultural, social, and affective factors influencing a child's reading ability.
- The student will be aware of some of the strategies used with reading disabled students.
- The student will research an area of reading diagnosis and synthesis findings in a research paper.
- **Doctoral students will research various commercial assessments and present their findings to the class**

**Instructional Methods and Activities**
Methods and activities for instruction include:

- Online instruction
- Synchronous and Asynchronous discussion
- Clinical experiences
- Field experiences
- Teaching demonstrations
- Direct experience
- Student microteaching and presentations

**Assignments**

Assignments:

**Sample Case Study (see Blackboard for more information.)**

A. Summary (not to exceed ten pages, typed, double-spaced) - sections:
   a. Pupil background: name, age, relevant school experiences, other relevant personal information.
   b. Diagnostic Information: Listing of Tests Administered, Results (Pre-Test) & Interpretation.
   c. Summary of Corrective Action (Reference Gunning and at least three peer-reviewed research articles from national journals) – Mini literature review to substantiate your chosen intertention and description of procedures including methods, number of sessions, total minutes of intervention, etc.
   d. Results – Post-Test (quantitative and qualitative data) and Recommendations for Continued Intervention or New Corrective Action

B. Supporting Material
   1. Should contain a log of the days you met with the child (may be handwritten).
2. Should contain all test protocols and materials (copies of the administered assessments).

**Informal Reading Inventory IRI**
You will analyze a commercial informal reading inventory and present your findings to the class. As part of the assignment, you must administer a graded passage from the IRI to a student. The student’s protocol will be shared with the class. You will provide specific information which will be added to a comprehensive IRI chart. More information will be provided on Blackboard.

**Quizzes**
You will complete six online quizzes, covering chapters and content from our texts. Each quiz will be worth a possible 10 points, for a total of 60 points toward your final grade.

**Reflections**
You will be assigned six chapter reflections, to be submitted on Blackboard. Each reflection will be worth a possible 10 points, for a total of 60 points toward your final grade.

**6371 Students (Doctoral)**
Literature Review on your choice of topic in diagnosis (Pass/Fail)

**Dyslexia Module**
Students enrolled in READ 5371 and 6371 are required to successfully complete a dyslexia module. Submission of completion certificate required for this portion of your grade. 30 points toward your grade.

**Classroom observations/practicum**
This course requires fifteen hours of documented classroom experiences. These experiences must take place on a TEA (Texas Education Agency) approved K-12 campus. The nature of this course requires that you work one-on-one, or in a small-group setting, with a student(s) in grades K-6. This/these student(s) will act as your case study participant(s). More information will be provided on Blackboard. The practicum hours will be completed through your interactions with students throughout this course. Forms and procedures can be found on Blackboard.

**Evaluation and Grading Scale**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Case Study (100 points)</td>
<td>100 pts</td>
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<tr>
<td>Reflections (10 pts each)</td>
<td>60 points</td>
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<tr>
<td>Quizzes (10 pts each)</td>
<td>60 points</td>
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<tr>
<td>Case study practicum (15 hrs)</td>
<td>60 points</td>
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<tr>
<td>Dyslexia Module Certificate</td>
<td>30 points</td>
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<tr>
<td>IRI Analysis/Presentation</td>
<td>20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>330 points</strong></td>
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Grades:
- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments will drop one letter grade per week (10%). See blackboard for rubrics and grading criteria.

**Required and Recommended Readings**

**Required Textbook:**

**Your choice of IRI. Here are some recommendations:**
- Ekwall/Shanker Reading Inventory, 6th edition
- Flynt/Cooter Comprehensive Reading Inventory 2- English and Spanish, 2nd ed
- Analytical Reading Inventory, 8th ed (Woods & Moe)
- Bader Reading & Language Inventory, 7th ed.

**Recommended or Supplemental Reading:**


McKenna, M.C. & Kear, D.J. (1990). Elementary reading attitude survey. In measuring attitude

**TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Interviews and attitude surveys</th>
<th>Read Ch. 1, 2, &amp; 3 Reflections 1 Student profile due Quiz 1</th>
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<tbody>
<tr>
<td></td>
<td>IRI Overview</td>
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<td>I WRI and IRI Administration</td>
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<td></td>
<td>Case Study Assignment</td>
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<td>Case study student profiles</td>
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<td></td>
<td>Discuss Case Studies</td>
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<td></td>
<td>(Scheduled synchronous)</td>
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<tr>
<td>Week 2:</td>
<td>Assessment Analysis</td>
<td>Chapters 4, 5, &amp; 6 Reflections 2 Quiz 2</td>
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<td></td>
<td>IRI Administration</td>
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<td></td>
<td>IRI Interpretation</td>
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<tr>
<td></td>
<td>Assessment Analysis</td>
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<td></td>
<td><em>In the field case study work</em></td>
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<td></td>
<td>IRI Presentations</td>
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<td></td>
<td>(Scheduled synchronous)</td>
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<tr>
<td>Week 3:</td>
<td>Running Records &amp; Demo</td>
<td>Chapters 8-11 (selected readings) Reflection 3 Quiz 3</td>
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<td>Individual chapter presentations (scheduled synchronous)</td>
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<td><em>In the field case study work</em></td>
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<td>Week 4:</td>
<td>Group chapter presentations (scheduled synchronous)</td>
<td>Chapters 11-13 Quiz 4 Reflection 4</td>
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<td><em>In the field case study work</em></td>
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<tr>
<td>Week 5:</td>
<td>Group Chapter Presentations (scheduled synchronous)</td>
<td>Chapters 14-15 Reflection 5 Quiz 5</td>
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<td><em>In the field case study work</em></td>
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<tr>
<td>Week 6:</td>
<td>I.R.I. Administration (post)</td>
<td>Reflection 6 Quiz 6 Lit Review due (doctoral students only)</td>
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<td>Discussion (scheduled synchronous)</td>
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<td><em>In the field case study work</em></td>
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<td>Week 7:</td>
<td>Present Case Studies</td>
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<tr>
<td>Final</td>
<td>Online Final Case Studies</td>
<td>Turn in Case Studies Practicum logs due</td>
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**Notes:** Chapter readings and assignments are to be completed and submitted by the due date that they appear on the schedule. Topics may be added as dictated by the needs of the class.
**Additional Course Policies**

**Attendance/tardiness**
Online participation in this class is expected; your participation will be evaluated based on your contributions to asynchronous class discussions.

**Late work and Make-up Exams**
Full credit will not be given for late assignments. Assignments will be closed on BlackBoard at the deadline posted. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the Message tool in BlackBoard.

**Extra Credit**
Extra credit is not an option for this course.

**Ground rules for discussions and assignments**
Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises. These guidelines apply to any asynchronous or synchronous discussions online.

**Respect**
We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs. When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

**Comfort**
Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating. I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together! No question is stupid! We all learn at different paces and by asking questions.

**Honesty**
You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions. All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use. In interpreting others' comments, we should be fair-minded and understanding.

**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. **April 6, 2018,** is the last day to drop a class with an automatic grade of “W” this term.

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

**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 Rule13.02.99.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.

**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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.