

## **ELE 4880: Diagnostic – Prescriptive Reading Instruction**

**Instructor:** Prof. Judy A. Barbour Ph.D.

**Catalog Description:** Diagnostic procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through junior high/middle school. Field-based experiences. (3-0-3)

**Unit Theme:** EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, SOCIETIES, AND TECHNOLOGIES.

**Prerequisites:** ELE 3281 for Early Childhood Option; ELE 3280 for General and Middle School Options; or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

**Course Rationale:** This course complements ELE 3281 (Developmental Reading in Early Childhood) and ELE 3280 (Developmental Reading in the Elementary School) in that it provides future teachers with skills, strategies, and theories necessary to provide corrective teaching within the regular classroom. \*(13.0)

**Learning model:** The information-processing model and/or social systems model [ecological] (Joyce, Weil & Showers, 1992).

The information-processing model enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

The social systems model [ecological] is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and disclosure (i.e., through cooperative learning, group inquiry/investigation, evaluation practice, interdisciplinary approach, role playing, problem solving, research and peer coaching).

**Textbooks:**

- Rubin, D. & Opitz, M. F. (2007). *Diagnosis and Improvement in Reading Instruction* (5th ed.). Boston: Pearson/Allyn and Bacon.
- Roe, B.D. and Burns, P.C. (2007). *Roe/Burns Informal Reading Inventory* (7th ed.). Boston: Houghton Mifflin.

**Course Goal:** The overall goal of this course is to provide future teachers with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials of reading instruction within the regular classroom, from kindergarten to junior high/middle school. Emphasis will be based on understanding how students learn to read, strategies for improving an individual student's reading achievement, and how to become an informed diagnostic-prescriptive teacher of reading. Future teachers will be made aware of factors that support student learning or place students "at risk" and some ways to manage these variables in the regular classroom.

**Standards Relevant to ELE 4880**

Illinois Professional Teaching Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10 & 11

Illinois Technology Standards: 2, 3, 5, 6 & 8

Illinois Language Arts Standards: 1, 2 & 3

NAEYC Standards: 1, 2, 3, 4 & 5

ACEI Standards: 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2, 5.3 & 5.4

**Performance Outcomes:**

As a result of taking this course, students will be able to:

- select, administer, score, and interpret a variety of informal assessments in reading.
- write a case study based on a practicum student, profiling strengths and weaknesses in reading and recommending specific instructional strategies to help the individual student improve.

**Course Requirements:**

Core Expectations:	Points
• Mini-Case Study	60
• Article Reviews [Professional Reading Journals two, each 30pts]	60
• Two Examinations, 50pts each	100
• Class Participation: Class attendance and participation are expected in the course.	30
• Technology Project (e.g., Reading Website Exploration) 25pts each	<u>50</u>
TOTAL	300

**Evaluation:** Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions and the completion of the case study.

**GRADES**

A (92-100%)    B (82-91%)    C (72-81%)    D (62-71%)    F (61% and below)

**Special Accommodations:** If you have a documented disability and wish to receive academic accommodations or services, please contact the Office of Disability Services at 581-6583.

**Dispositions:** Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

