

ELE 4880
DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION

Short Title: Diag Presc Rdg

Credit Hours: 3-0-3

Prerequisites: ELE 3280, ELE 3281 or MLE 4280. Concurrent enrollment with ELE 3340 and ELE 3290, or permission of department chair.

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Office Hours: Monday & Wednesday 8:00 - 10:00 a.m.; Tuesday 3:30 - 4:30 p.m.; or by appointment

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Class Meetings: The class will meet on Monday & Wednesday from 10:00 - 11:40 a.m. (Section 01) or on Tuesday & Thursday from 8:00 a.m. - 9:40 a.m. (Section 03).

Course Description: Diagnostic procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through junior high school. Field-based activities will be provided in conjunction with ELE 4000.

Rationale: This course complements ELE 3280 - Developmental Reading in the Elementary School in that it provides future teachers with the skills, strategies and theories necessary to provide corrective reading instruction within the regular classroom.

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 within the regular classroom. Emphasis will be placed on understanding how students learn to read, strategies for improving a student's reading achievement, and how to become a diagnostic/prescriptive teacher of reading. Future teachers will be made aware of factors that support student learning or place students "at risk" (e.g., economic, cultural, social) and some ways to manage these factors in the regular classroom.

This course is required for elementary education students enrolled as Early Childhood or Elementary Education (General/Middle School Options) Majors.

Learning Model: The information-processing model (Joyce, Weil & Showers, 1992) 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.

Unit Theme:

EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, SUBJECTS, STRATEGIES AND SOCIETIES

Outcomes for All ELE Classes

- 1.0 Develop a desire for lifelong learning in students and personally display one's own desire for lifelong learning, including self-evaluation skills.
- 2.0 Demonstrate good communication skills.
- 3.0 Demonstrate/exhibit sensitivity to students' feelings.
- 4.0 Design instruction to develop and utilize the cognitive processes by which pupils learn.
- 5.0 Demonstrate a knowledge of facts and an understanding of fundamental principles, ideas, and relationships among the various knowledge domains.
- 6.0 Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.

Outcomes Specific to ELE 4880

- 7.0 Design instruction to promote a healthy self-concept in their students.
- 8.0 Demonstrate alternative methods of achieving similar learning outcomes.
- 9.0 Decide what will be learned and the processes of learning.
- 10.0 Strive to develop in students intellectual, social, ethical and moral skills and behaviors.
- 11.0 Use basic concepts of measurement and assessment in instructional decision-making.
- 12.0 Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and "at risk" populations, and foster appreciation for those differences.
- 13.0 Perform successfully within the social and political contexts of school and community.
- 14.0 Model appropriate professional behavior...ethical, legal, social and moral.

15.0 Demonstrate a mastery of basic skills in language arts and mathematics.

16.0 Utilizes technology to support teaching and learning.

Performance Outcomes: As a result of completing 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.

ADDITIONAL INFORMATION:

A. Texts: Rubin, D. (2002). *Diagnosis and Correction in Reading Instruction* (4th ed.). Boston: Allyn and Bacon.
Burns, P.C. and Roe, B.D. (2002). *Burns/Roe Informal Reading Inventory* (6th ed.). Boston: Houghton Mifflin.
(Note: Additional supplemental readings will be made available during the semester.)

B. Examinations: Two tests consisting primarily of objective items with a few short essay questions will be administered to assess student understanding of course content. These tests include one which is scheduled during the semester and a final exam given at the scheduled time for finals. The final will **not** be comprehensive. The tests treat text assignments, class activities, lectures and audio-visual materials used. (Each exam is worth 150 points.)

TEST ONE - Chapters 1, 2, 3, 4, 7, 8, 9, & 10; TEST TWO - Chapters 5, 6, 11, 12, 13, 14, 15, & 16 (Rubin 2002)

C. Assignments: Specific guidelines for the written assignments/projects will be provided as the semester progresses.

			Dates (Tentative)
1. Examinations:	Test One	150 pts.	TBA
	Test Two	150 pts.	TBA
2. Field Participation Report - Analysis of Reading Skills		60 pts.	TBA
3. Article Reviews (2 @ 20 pts.) - Article Review One - Article Review Two		40 pts.	1/25 or 1/26
			TBA

4. Attendance/Class Participation 20 pts.
NOTE: Class attendance and participation are required in the course.
Five points will be deducted for each unexcused class absence.

D. Late Assignments: Late papers will be accepted, but will result in a point deduction which reflects the tardiness of the assignment. (One point will be deducted for each day for which the paper is late.) All assignments must be submitted by the last day of class for the semester (i.e., prior to the beginning of finals week).

E. Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions, and performance in the pre-student teaching practicum. A list of competencies and/or recommended experiences will be provided for the field based practicum in conjunction with ELE 4000.

A total of 420 points is possible in the course. The following grading scale will be employed.

GRADES		
386-420	A	(92-100%)
344-385	B	(82-91%)
302-343	C	(72-81%)
260-301	D	(62-71%)
259 and below	F	(61% and below)

F. 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. If you need to know where the areas of rescue assistance are located in case the building must be evacuated, please notify the instructor.

