

**ELE 4880.005 - Diagnostic-Prescriptive Reading Instruction**  
Spring 2006 – Dr. Lucia Schroeder  
Department of Early Childhood, Elementary, and Middle Level Education  
Eastern Illinois University

**Teacher:** Lucia Schroeder, Ph.D.  
**Office:** Buzzard Hall, Room 1324  
**Phone:** Office: 217+581-7900

**Office Hours:** MW:12-3 PM H:1:00 to 4:00 PM  
Stop by, I'm usually here. Or by Appointment  
**Phone:** Home: 217+348-3313 [if desperate!]

**\*\*E-mail: [laschroeder@eiu.edu](mailto:laschroeder@eiu.edu) \*\* Best Contact**

**Prerequisites:** ELE 3280 or 3281

**Course Description:**

Diagnostic and corrective procedures and materials in reading for teachers in self-contained and departmentalized classrooms from pre-K through elementary school are the focus of this course. Field-based activities will be provided in conjunction with ELE 4000.

**Course Rationale:**

This course complements ELE 3280[1] – Developmental Reading in that it provides future teachers with the skills, strategies, and theories necessary to provide corrective reading instruction within the regular classroom.

**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 within the regular classroom. Emphasis will be placed on understanding how students learn to read, strategies for improving a student's reading/literacy 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 & Elementary Education and in the General/Middle School Option.

**Textbooks:** \*Available through textbook rental

\*Rubin, D. (2002). Diagnosis and Correction in Reading Instruction (4th ed.). Boston: Allyn and Bacon.

\*Burns, P. & Roe, B. (2002). Informal Reading Inventory (6th ed.). New York: Houghton Mifflin Co.

**Additional supplemental readings** will be assigned during the semester. A supplemental packet will be available from Copy Express.

Teachers and Parents [www.nifl.gov/partnershipforreading/publications/reading\\_first1](http://www.nifl.gov/partnershipforreading/publications/reading_first1) and...[2]  
Professional quality internet sites.

Use of Live Text as an aid to completing, submitting or saving assignments is encouraged.

**Students with Disabilities:**

If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 217-581-6583 or discuss it with the instructor after class or by E-mail.

**Work Submitted: Plagiarism is illegal. Identify the source, or create your own work!**

**Unit Level Theme: [All courses in Education and related fields]**

*Educators as Creators of Effective Educational Environments: Integrating Diverse Students, Subjects, Strategies, Societies, and Technologies*

**CEPS [College Level] Outcomes for All ELE Classes:**

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

**CEPS Outcomes Specific to This Course:**

- Design instruction to promote a healthy self-concept in students
- Demonstrate alternative methods of achieving similar learning outcomes
- Decide what will be learned and the processes of learning
- Strive to develop in students' intellectual, social, ethical, and moral skills and behaviors
- Use basic concepts of measurement and assessment in instructional decision-making
- Provide for the uniqueness of individuals, recognize the characteristics of culturally pluralistic and "at risk" populations and foster appreciation for those differences
- Perform successfully within the social and political contexts of schools and community
- Model appropriate professional behavior...ethical, legal, social, and moral
- Demonstrate a mastery of the basic skills in language arts and mathematics
- Explore the advantages and the possibilities of integrating the language arts and social studies
- Use technology to develop new roles in living, learning, and working in an increasingly complex and information-rich society

**Learning Models:**

**Information-Processing Model:**

This model emphasizes ways of enhancing students' initiative and drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. Some models provide the learner with information and concepts; some emphasizes concept formation and hypothesis testing; and still others generate creative thinking. This model focuses on input, processing, and output. As content is taught, the teacher directs students' attention to the methods and materials used to present data, and encourages students to focus on what they are doing to make sense of the data.

**Social System Model:**

This model 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 on 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 discourse.

**Professionalism:**

If an illness prevents you from attending class, please ask a classmate to share notes with you, and pick-up handouts. E-mail assignments to teacher. If it is an emergency notify the teacher by E-mail or phone as soon as possible to make arrangements.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. Points will be deducted for errors in written work submitted for a grade and/or you will be asked to correct and resubmit the assignment. Professionals care!

<b>Course Requirements:</b>	<b>Points</b>	<b>Due Date</b>
Class Attendance/In Class Participation	50	On-going
Out of class; short assignments	50	On-going
Current Event Presentation	15	Sign-up
Two Journal Article Reviews [10 pts for sharing one]	50	Jan.18, Jan.30
Mini- Lesson [Like a TV Info Commercial]	25	Sign-up
LEA/Themed Lesson Plan and Presentation	35	February
Plan for Differentiated Instruction	75	February
Mini Case Study	75	After practicum
Test #1	50	Feb. 15 [tentative]
Test #2 [60 pts. + folder of organized info-to-go]	75	Finals Week
<b>Total</b>	<b>500</b>	

**Grading Scale:** [Percent - Letter]

100 – 93% = A	All graded assignments should be done at Mastery Level. Low quality work must be redone & returned. [Redone scores may be averaged with original score.]
92 – 84 = B	
83 – 75 = Correct & Return	
Below 75 = Do over	

**Late Work Policy:**

Work should be turned in before or on the due date. Special circumstances must be cleared with the teacher, in advance unless an emergency. No credit for work submitted after the last day of class.

***Assignment Overview***

**Class Participation is Essential (3 points/class + some in-class activities= 50 pts ).**

Purpose: \* to enhance teacher candidate learning and the classroom climate  
As a teacher you will expect your students to be actively involved [but not toooo physically active] in the class because you know that helps them learn. This is expected of you in this class. All assignments should be *completed before* coming to class.

**Short out of class assignments will complement in class work. (50 points total).**

Examples: completing a matrix or diagram begun in class, create a puppet, plan storytelling.

**Two Journal Article Reviews (20 points each; presentation 10 points). Due: 1/18, 1/30**

**Please Submit Reviews via Internet**

Purpose: \*explore and share sources of researched information regarding helping readers.

**Share key ideas with class.** Write a summary of and reflection on an article on *helping students for whom learning to read is a challenge*. Use a professional journal published within the last five years as your source. Total length should be one to two pages. Select one of the articles to creatively present/teach to the class. Include some visual or special auditory effect. Please submit the complete URL or a copy of the article if it is **only** on-line. This should include the following:

- a. Type the complete citation using APA style, at the beginning. [Author, I. (year of article). Title of Article. *Journal Name*, Volume (number), pp. page #s. For on-line articles add: "Retrieved month day, year." Use **complete** URL if *only* on-line. (2 pts.)
- b. Write a *succinct, original summary* of the content of the article. (6 pts.)
- c. Your Reaction to/Reflection on article and how you might use it in class. (10 pts.)
- d. Writing conventions: clear message, no-typos, great grammar, etc. (2 pts or redo)
- e. Select one article to share with the class. Avoid repeating someone else' or add to it.