

ELE 4880 DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION—FALL 2007

Credit Hours: 3-0-3 Section 004 and 006
Instructor: Helen Wood
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Office Hours: Mon.--Noon-3:00 Wed.—Noon—2:00 Office Phone--581-8586
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Class Room/Time Buzzard 1302—Sect. 004 M-W 8:00 am. to 9:40
Physical Science Building 1190—Sect. 006 M-W 10:00-11:40
Unit KB Theme: Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies

CATALOG DESCRIPTION: Diagnostic Procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through the junior high. Field-based activities will be provided in conjunction with ELE 4000. This course is required for Elementary and Early Childhood Education Majors.

PREREQUISITES: ELE 3280 or 3281.. Concurrent enrollment with ELE 3340 and ELE 3290.

COURSE RATIONALE: This course complements 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.

TEXTBOOKS: Rubin, Dorothy, 2002 **DIAGNOSIS AND CORRECTION IN READING INSTRUCTION**, 5th ed. Boston: Allyn and Bacon.
Burns, P. C. and Roe, B.D. (2007) **BURNS/ROE INFORMAL READING INVENTORY**, 7th ed., Boston: Houghton Mifflin Company.

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 through middle school. Emphasis will be placed 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.

CEPS 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 a 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

****IF YOU HAVE A DOCUMENTED DISABILITY AND WISH TO DISCUSS ACADEMIC ACCOMMODATIONS, PLEASE CONTACT THE OFFICE OF DISABILITY SERVICES.***

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 the 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, recognizing 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

PERFORMANCE OUTCOMES:

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

- * Identify developmental reading skills commonly taught in Grades K-8
- * Cite a wide range of reading materials and strategies that would be appropriate from kindergarten through Grade 8
- * 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

COUSE REQUIREMENTS:

Current Event	10 points
Website Exploration	25 points
Group Activity/Presentation	40 points
Children’s Books Projects (2)	30 points
Professional Article Review	40 points
Language Experience	30 points
Mini-Case Study	100 points
Two tests (100 points each)	200 points
Participation	50 points
TOTAL POINTS—525 points	

GRADING SCALE	POINTS
100-92=A	525-483=A
91-82=B	482-431=B
81-72=C	430-378=C
71-65=D	377-342=D
Below 65=F	Below 342=F

LATE ASSIGNMENTS: Assignments will not be accepted late unless prior approval by teacher. (One point will be deducted for each class day for which the paper is late). Rubrics will be given

and explained BEFORE the assignment is due. All late assignments must be submitted by the last day of class for the semester (prior to finals week). The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.

INSTRUCTIONS FOR COURSE ASSIGNMENTS

CURRENT EVENT--10 points

Select a current news article relating to reading. Write your short summary on a 3 x 5 notecard with the source in APA form and date. This could be from a newspaper, magazine, television or radio. You will present your article orally to the class. Hand in the card.

WEBSITE EXPLORATION—25 points

To become acquainted with some web sites, use the Internet to find the following:

1. Information about the International Reading Association—short summary
2. A list of five quality trade books at your preferred grade level—APA form
3. Information about a published author of children's books—short summary
4. Three useful ideas for teaching literacy—list
5. Two good ideas for promoting parental involvement—short summary

HAND in the Internet information fact sheets (five points deducted if absent). HAND in a one page double-spaced summary of your information—short paragraphs for IRA and author, list trade books in APA form and list #4 and 5. LABEL each section.

GROUP ACTIVITY/PRESENTATION—40 points

Purpose of assignment: To create a lesson plan involving multiple intelligences

Refer to Packet, pp 81-84. Create a lesson plan (small groups) including five of the Multiple Intelligences. Use a story or book as your resource to choose one activity from each of the MI's that you chose. Copy a lesson plan for each student in the 4880 class. Your group will present your lesson to the class in a 5-7 minute presentation. Hand in the lesson plan also for a grade.

CHILDREN'S BOOKS (2)—30 points

Purposes of assignment:

To broaden your knowledge of outstanding literature for children

To provide an array of meaningful response activities for use in the classroom

You are to read two books from the three choices: MULTICULTURAL, HISTORICAL, NEWBERRY/ CALDECOTT. Activities will be required with each book. Bring the book to class on the day of the activities.

PROFESSIONAL ARTICLE REVIEW—40 points

Choose a professional journal article about reading/education which has been written in the last two years. Give the complete citation in APA form at the top. Write a 3/4 double spaced typewritten summary of the article. At the end write a short paragraph giving your reaction to it.

LANGUAGE EXPERIENCE—30 points

Purposes of assignment:

To have you experience the personal relevance of the language experience approach

To have you write reflectively on some aspect of your personal life or experiences

Choose a real life topic that is meaningful to you. This will be YOUR real story—not a children's story. One page double-spaced story/text is desired. The story/text will be handed in for me to