



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

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**Course Title:** Education 315- Understanding Reading Problems

**Course CRN # and Section, Credit Hours:** CRN# 20576; Section 01; 3 hours

**Semester Taught:** Spring 2019

**Classroom Number:** A 136

**Course Management System:** N/A

**Hardware/Software Needed:** N/A

**Course Time:** M 1:00-3:30

**Office Hours:**

M-	12:00-1:00
T-	by appointment
W-	9:00-10:00
Th-	10:00-12:00

F- 9:00-10:00

**Prerequisite – EPAT**

**Required Text:**

*Understanding Reading Problems* (ninth ed.) by Gillet, Temple, and Crawford. ISBN# 978-0-13-422844-0.

**Course Rational/ Description:** This course provides prospective early (K-4) and middle (5-8) childhood teachers with the exploration and practice of strategies used to assist those children experiencing reading challenges.

The purpose of this course is to provide pre-service teachers with a sound theoretical framework for thinking about literacy assessment and strategies for practical application. The variety of strategies and techniques presented in this course will provide the basis for informed decisions which teachers must make in order to provide meaningful learning experiences for their students. Opportunities to gain expertise through practical application of the techniques will be provided. Refining observational skills and interpreting data will be integral components of the course.

**Concord University Educational Goals:**

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

The General Studies Program provides opportunities to begin developing skills needed to address complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment.

Building on the General Studies program, the baccalaureate degree programs provide opportunities for in-depth study in a student's chosen field(s).

Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse: listening and speaking reading and writing numeracy graphic communication non-verbal communication media and technology literacy

2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An awareness of the fundamental characteristics and properties of the physical universe.
3. An ability to interpret events and trends within historical contexts.
4. Acquaintance with principles underlying languages, for example, linguistic, mathematical, and computer-language systems.
5. A recognition of the complex interactions between organisms, including human beings, and their environments.
6. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.
7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

<b>Course Objectives</b>	<b>WVPTS</b>	<b>ISTE-Nets-T Standard</b>	<b>InTASC Standard</b>	<b>ILA</b>	<b>CEC</b>	<b>CAEP</b>	<b>PRAXIS II</b>
Demonstrate an understanding of a wide range of diagnostic reading assessments tools, including individualized informal assessments, whole group informal assessments, small group informal assessments, and technology-based assessments for all students.	1E 3E	1a 2b 2d 3d	6	3.1	4.1	1.2	II.C.1 II.C.2 II.C.4
Demonstrate how the physical, social, psychological domains of a child affect his/her educational experiences, more specifically their level of literacy development.	1E 2A	2a 2b 2d	1, 2, 6,	1.1	1.1 1.2	1.2	II.A.1 I.B.1 I.B.6
Research current theories and practices that have been proven effective in the area of literacy assessment	1B 3A 3B 3C 3D 3E	1c 3d 5a	1, 2, 4, 5, 7, 8	1.2 3.1	3.1	1.1	II.C.1 II.C.2 II.C.3
Administer and evaluate a	3E	1c	2, 5, 6, 7,	3.2	4.1	1.2	II.C.3

variety of informal assessments in a public school classroom to determine student’s literacy instructional level.	3F	2b 2d	8	3.3			II.C.4 II.C.5 III.A.1
Interpret results of diagnostic literacy assessments and develop an appropriate literacy instructional plan based on assessment results and cultural and linguistic background.	1D 1E 3E	2b 2c 4d	2, 7, 6, 8	3.2 3.3	4.2 4.3	1.1 1.2	I.C.2 I.C.3 II.A.1 II.A.2 II.A.3 II.A.4 II.B.1 II.B.2 II.C.5
Identify literacy strategies that can be utilized to instruct students based on student’s individual proficiencies, difficulties, exceptionalities, state and county objectives, and literacy level of the child and discuss with public school teacher.	3A 3B 3C 3D 3E 3F 4A 5B 5C 5D	1a 1b 1c 2a 2b 3a	2, 3, 4, 5, 8, 9, 10	3.3	5.1 5.4 5.5	1.1 1.5	I.B.3 I.B.4 I.B.6 II.A.1 II.A.2 II.A.3 II.A.4 II.B.1 II.B.2
Describe the role of <i>Intentional Practitioner</i> on the part of the teacher in communicating results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, parents, and community.)	4A 4B 4C 4D 5B	3b 3c 5b	9, 10	3.4	6.5 6.6 7.1 7.2	1.1	IV.B.1 IV.B.2 IV.B.3 IV.B.4

**Alignment with 21<sup>st</sup> Century Learning**

1. A focus on the core subjects will be addressed in this course as pre-service teachers demonstrate an understanding of teaching reading in a public school classroom in collaboration with a Professional Development School. Pre-service teachers will align WV content standards with research based strategies to design effective instructional plans for an individual student that has been determined by diagnostic assessments.

2. *21<sup>st</sup> Century Context* will be addressed as pre-service teachers make authentic connections to the public school student they are tutoring and the course content, especially regarding research based reading strategies.
3. *21<sup>st</sup> Century Technology Tools* will be addressed through the use of interactive reading sites that provide resources for effective reading instruction.
4. *21<sup>st</sup> Century Assessments* are addressed in this course as pre-service teachers are introduced to benchmark assessments that provide a better understanding of student mastery and demonstrate the connection between assessment and instruction.
5. *21<sup>st</sup> Century Learning Skills* are addressed in this course by creating authentic assignments and by providing opportunities for the pre-service teachers to become familiar with the process of selecting appropriate research based reading strategies based on the needs of the students.

### **EPP Mission Concord University:**

The mission of the EPP is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21<sup>st</sup> Century Professionals. The PEU strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

### **Learning Outcomes:** The candidate will:

Identify and describe the purposes of reading and assessments

Administer a variety of diagnostic informal assessments including:

- Concepts of Print
- Recognition of Alphabet Inventory
- Phonemic Awareness Assessment
- Yopp-Singer Assessment
- Technology-based Assessments
- Assessment of Alphabetic Principle
- Informal Reading Inventories
- Running Records
- Cloze Procedure
- Portfolio Assessments
- Interest Inventory
- Spelling Assessment
- Sight word inventory
- One minute reads
- Anecdotal notes
- Observation
- DIBELS
- STAR

Define and evaluate emergent and Beginning Literacy Stages

- Assessing and Teaching Developing Readers

## Develop an Effective Literacy Instructional Plan for Students

- Utilizing effective Teaching Strategies
  - ESL Students
  - Students of Diversity
  - Utilizing Technology

## Adolescent Students with Reading Problems

## Mature Readers and Writers

- Strategies for Assessing Reading and Writing for ESL students
- Assessing Factors Related to Reading Problems

## Early Intervention Programs

Use multiple methods of assessment and data sources to make instructional decisions for all learners.

## Response to Intervention (RTI)

## Course Requirements

The following activities and projects will be assigned points:

1. Completion of **Assessment Portfolio** for one child during the 15 hour field placement. Specifics regarding the assignment and the rubric can be found on LiveText and will be discussed thoroughly in class. If there is an ELL student in your field placement it would be preferable for you to work with him/her.(100 points)
2. Chapter tests
3. Homework activities
4. Quizzes
5. Group Activities
6. Exam- 100 points

## Grading Policy, Make-up Policy, and Late Work Policy:

90%-100%- A

80%-89% - B

70%- 79% - C

60%- 69% - D

Below 60%- F

Late work will be accepted within one day of the due date with a 10% penalty. After two days the assignment will not be accepted.

If you have an excused absence you will be allowed to make-up any missed assignments including tests and quizzes. It is your responsibility to contact the professor immediately upon return to school to arrange the make-up work.

## Attendance Policy:

Attendance is crucial! After the third absence the instructor reserves the right to drop you from the class or penalize your grade. Attendance will be taken every class period. University excused absences are not counted against students. A detailed description of Concord University's attendance policy can be located in the 2009-2011 academic catalog on pg. 32.

**Please be on time!** Tardiness creates a distraction in the flow of learning and is disruptive to the other students as well as the instructor. Being tardy three times will constitute an absence. All assignments will be due on the assigned date. Late assignments will be penalized.

There is a 15 hour field school based field placement required with this class.

**If the student receives unsatisfactory on the field placement evaluation, or if there is a complaint from the cooperating teacher, the student will fail the course.**

**Cell Phones:**

Cell phones are an important part of our lives; however, the use of cell phones during class is prohibited. Cell phones are to be silenced and put away during class. If you have an emergency that requires your cell phone be accessible let me know ahead of class.

If you have your cell phone out during a test, you will automatically fail the test regardless of the reasoning.

**Course Timeline**

Date	Topic of Study
Jan. 14	Introduction to course and different forms of assessment. Identify and define vocabulary words: formative assessments, diagnostic assessments, benchmark assessments, screening assessments, and summative assessments. RTI
Jan. 28	Teach, give examples for, and administer assessments for emergent readers: phonemic awareness assessments, concepts of print, alphabet recognition, DIBELS, and oral language inventory
Feb. 4	Teach, give examples for, and administer assessments for emergent readers: phonemic awareness assessments, concepts of print, alphabet recognition, DIBELS, and oral language inventory
Feb. 11	Test Teach, give examples for, and administer assessments for beginning readers: Abecedarian assessment, Marie Clay's running records, STAR, sight word inventory, QPS, and anecdotal notes
Feb. 18	Teach, give examples for, and administer assessments for beginning readers: Abecedarian assessment, Marie Clay's running records, STAR, sight word inventory, QPS, and anecdotal notes
Feb. 25	Teach, give examples for, and administer assessments for beginning readers: Abecedarian assessment, Marie Clay's running records, STAR,



	sight word inventory, QPS, and anecdotal notes
March 4	Test Begin the Informal Reading Inventory, readers response assessment, and listening capacity assessment Review directions for the assessment portfolio
March 18	Teach and administer the Informal Reading Inventory, readers response assessment, and listening capacity assessment
March 25	Teach and administer the Informal Reading Inventory, readers response assessment, and listening capacity assessment
April 1	Teach and administer the Informal Reading Inventory, readers response assessment, and listening capacity assessment
April 8	Test Cloze, Lexiles, and Fry's Readability Spelling stages
April 15	Review again the directions for final project due at the end of the class- Assessment Portfolio
April 22	Test Teach and administer assessment for fluency: one minute read, classroom fluency snapshot and anecdotal notes
April 29	Teach and discuss the link between assessment results and instruction for students. Review and evaluate early intervention programs for reading Teach principles for working with adolescents who are struggling readers

**(\*\* The content of this schedule will fluctuate depending on student learning, reteaching procedures, natural flow and integration of content and teachable moments. All content will be covered; however, the dates may change depending upon uncontrollable variables and teaching opportunities.)**

### **Teaching Strategies/Processes:**

This class is designed to help students become effective teachers of the elementary classroom and to demonstrate an understanding of a variety of assessments and how assessment drives instruction. Therefore, the class will utilize a variety of teaching strategies to help students master the objectives of this class. Lecturing will play an important role in the class; however, students must be actively involved in class activities, small group activities, individual projects, research activities, technology, and class discussions. Questions and ideas are welcomed, so please feel free to participate openly.

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of

the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at [nellison@concord.edu](mailto:nellison@concord.edu) for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: "As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same." The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is

located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report.

Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Miscellaneous**

#### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

### **INCLEMENT WEATHER SCHEDULE** (or click here for the [\*\*Beckley HEC Inclement Weather Schedule\*\*](#))

MWF Classes Regular	MWF Classes Inclement	TR Classes Regular	TR Classes Inclement
8:00-8:50	10:00-10:40	8:00-9:15	10:00-11:00
9:00-9:50	10:45-11:25	9:30-10:45	11:05-12:05
10:00-10:50	11:30-12:10	11:00-12:15	12:10-1:10
11:00-11:50	12:15-12:55	12:30-1:45	1:15-2:15

12:00-12:50	1:00-1:40	2:00-3:15	2:20-3:20
1:00-1:50	1:45-2:25	3:30-4:45	3:25-4:25
2:00-2:50	2:30-3:10		
3:00-3:50	3:15-3:55		

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