

Course Syllabus

Course Information

ED 4357 Diagnostic Reading sections 001--501

Spring 2015

Professor Contact Information

Dr. Candice Chandler

TDC 972-883-2730

Office:

Office Hours: - 20 minutes before class in CB1 classroom, or by appointment CB2 1.101

Email (UTD only): Candice.Chandler@utdallas.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Reading 1(ED 4352), ELAR/Reading 2 (ED 4363) or secondary reading(ED 4353)

Course Description

This course examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although formal and informal procedures are introduced, the main focus is on the non-intrusive, naturalistic processes that occur in a classroom and result in instructional decisions. You are required to work with a student for a minimum of six one-hour sessions. **The student must be in the grade level for the certification you are seeking, and at least in the third grade. (It may not be a family or extended family member)**

Student Learning Objectives/Outcomes

1. Students will develop and use of a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Given an informal reading inventory (Burns), the student will administer, assess, evaluate, and analyze the instructional strategies needed for an effective individualized diagnostic reading plan.

Using a case study template, the students will administer a reading attitude inventory, an interest inventory, and other reading assessments to complete the analysis and synthesis of the findings of the assessment tools to complete the case study.

2. The students will create a tutoring environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, and approaches and methods, curriculum materials, and appropriate use of assessments for elementary, middle school, and secondary students.

Given the tutoring lesson plan format, the student will design and implement 6-10 hours of individualized reading lessons (tutoring) based on the elements of reading, writing, other communicative arts (le. Visual),as well as, other reflective practices, and, assessments.

Utilizing the summary and self-reflection format for diagnostic reading, the learners will write summaries, self-reflections, and final summaries and final self-reflections for the tutoring experience addressing the elements identified in the rubric.

3. Students will implement a developmental continuum and identify students' proficiencies and difficulties.

Given the tutoring lesson plan format, the student will design and implement 6-10 hours of individualized tutoring lessons based on the assessment outcomes of proficiencies and difficulties identified in the case study.

Utilizing the summary and self-reflection format for diagnostic reading, the learners will write summaries, self-reflections, and final summaries and final self-reflections for the tutoring experience.

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Required Textbooks and Materials

Opitz, Michael, Dorothy Rubin, and Jame A. Erikson, Diagnosis and Improvement in Reading Instruction (6th ed) 2011. Pearson, Allyn and Bacon ISBN: 0-13-705639

Roe, Betty, Paul Burns (2011). Informal Reading Inventory: PrePrimer to Twelfth Grade (8th ed) 2011, Houghton. You will be using original pages only for the case study assignments. ISBN:13:978-0-495-80894-7 YOU MUST HAVE ALL THE PAGES FOR BURNS IRI BOOK

Chandler: ED 4357 Diagnostic Reading Handbook purchased (at off campus Bookstore only)

Voice recording device for assessments (ie. voice recorder)

Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading

Program (buy only at Off campus bookstore)

Course Materials Download and print the following booklets ;We will use them for lesson planning

1)A copy of the Reading/Language Arts/English TEKS for either 1st-6th, EC-4th grade, 4th - 8th grades or 8th – 12th grades. You can access the TEKS at (www.tea.state.tx.us).

Grading Policy

Assignments	Points	Your points
Test One(OTE #1)	200	
Test Two(OTE #2)	200	
Portfolio of tutoring with case study	200	
Case study with IRI worksheets, forms/tape	100	
Reader's Theater Script (25)Booktalk Presentation(50)	75	
Lesson Plan (4@ 15 points each)	60	
Summary& Self Reflections (4 @ 5 points each)	20	
Online/Internet Activities, TEA printouts (2), Biopoem	40	
Running Record	50	
Read Aloud ,with Bloom questions	25	
Professionalism	30	
TOTAL POINTS POSSIBLE	1000	

900-920 A- 880-899 B+ 800-820 B- 721-779 C 680-699 D+ 600-620 D-

921-1000 A 821-879 B 780-799 c+ 700-720 C- 621-679 D >599 F

In the gradebook, the Professional column will also include 1) studyguides, 2)ReadAloud/Bloom questions

Course & Instructor Policies

- (1) **Attendance** - Attendance is one indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to attend every class and participate fully in class activities. Two absences will be the maximum allowed. Two tardies of 15 minutes or more (or leaving early) will be counted as one absence. **If you have more than four absences, you will receive an F.** You are responsible for determining and making up any work that you missed due to an absence. Please arrange to have a "buddy" to collect handouts, communicate assignments, and inform you about the material covered.
- (2) **Participation/Professionalism** – Show up (on time); sit up; eyes up, listen up; and speak up. As a future or practicing teacher, you should be aware of the disruptive nature of off-task behavior to the classroom environment. Personal conversations, working on other assignments, eating, or ringing/texting cell phones, etc. are not acceptable. You are to read the assigned material and complete homework assignments BEFORE class and take part in discussions, in-class assignments, and group work. Be prepared to ask questions about material you do not understand. Quality, neat work is expected. **All work must be typed.** Work will be graded based upon the instructor's evaluation of the quality of the work as well as completion of the work. **Your professionalism is being assessed for the entire semester.**

Students are expected to conduct themselves in a professional manner, which includes, but is not limited to, taking responsibility for completing assignments, contributing to group effort, turning in assignments on time, contributing to discussions, and attending class. In addition, students will refrain from any behavior during class that interrupts class and/or disturbs classmates. Respect for the learning environment is essential.

- (3) **Due Dates** - Assignments are to be completed and turned in on time; late assignments/lesson plans will not be accepted. You are responsible for assignment due dates as listed in the syllabus and announced in class.

Some work will be assigned a point value; other work will be checked for completion and considered in the instructor's subjective evaluation. **Late penalty: 25% per day**

(4) ALL WORK MUST HAVE YOUR NAME, CLASS, AND CLASS SECTION

(5) Exams - Two exams will be given. Make-up tests will only be allowed for exceptional reasons.

(6) Weekly emails from your professor are to be read before the class of that week

Professional Growth Projects - You will be responsible for projects that involve reflection, research, interaction with the material, and development of effective assessment and evaluation strategies that guide literacy instruction. Plagiarism is not tolerated in booktalks, reader's theater, etc. In addition, your tutoring portfolio will not be returned to you.

Technical Support: assist@utdallas.edu or Helpdesk at 972-883-2911

Your link for rules and regulations for UTD and this class is
<http://go.utdallas.edu/syllabus-policies>