Texas A & M University-Texarkana

RDG 560.001: Diagnostic and Remedial Reading
Fall 2011
Tuesday 4:00-6:45
Location: SCIT102
Course Syllabus

Instructor: Dr. Teri Fowler,
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Office Hours: T 5:00-8:00 Web
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                By Appointment or Phone

Course Description

The course focuses on evidence-based reading interventions for struggling readers.
The essential components of effective reading instruction, scientifically-based reading
strategies, interventions for students with learning or language needs, and appropriate literacy
assessments are addressed. This course assists the reading specialist in acquiring the necessary
understandings and techniques to help close achievement gaps in reading.

Course Rationale

Demands for literacy skills and expectations for reading proficiency are constantly increasing. It
is essential students become proficient readers and show competence in challenging subject
matter. They must be able to analyze and apply learning to a variety of contexts. It is critical
for teachers and reading specialists to use research-based practices to address the needs of
struggling readers so they will be able to meet these literacy challenges.

**State Board for Educator Certification Teacher Certificate Standards and Competencies
(TExES Competencies and TEKS)**

Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing,

modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

The beginning Reading Specialist knows and understands:

2.1 the reciprocal nature of assessment, instruction, and instructional planning;

2.2 types, characteristics, and appropriate uses of reading assessments, including screening, in-depth assessment, continuous progress monitoring, and formative and summative evaluation, for each of the components of reading (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language);

2.3 the advantages and limitations of various types of reading assessments (e.g., informal, formal, technology based);

2.4 how characteristics of assessment instruments, materials, and procedures interact with other factors that may impact student performance (e.g., text characteristics; testing environment; and student characteristics such as language, culture, prior knowledge, disabilities);

2.5 assessment-related issues, such as bias, reliability, validity, and confidentiality;

2.6 common standardized testing terminology (e.g., raw score, scaled score, percentile, grade equivalency, stanine, normal curve equivalency [NCE], growth scale);

2.7 state and federal requirements related to reading assessment and diagnosis;

2.8 when delays or differences in language and literacy development warrant referral for additional evaluation or intervention (e.g., auditory, visual, cognitive, emotional, social, physical);

2.9 grade-level expectations and procedures for assessing students' literacy skills;

2.10 various means for assessing students' reading, study, and inquiry skills across content areas; and

2.11 how students' use of self-assessment can enhance their literacy development

2.12 strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas;

2.13 state and national content and performance standards that relate to reading;

2.14 the components of effective instructional design (e.g., eliciting and using prior knowledge; integrating prior and new knowledge; integrating knowledge, skills, and strategies; providing scaffolded instruction; planning reviews);

2.15 specific short-term and long-term interventions to address students' needs in each identified component of reading;

2.16 characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction;

2.17 how differences in dialect or vocabulary development may affect a student's acquisition of reading skills;

2.18 the strengths and limitations of current educational theories that underlie

instructional practices and programs;

Standard III. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence
their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia,
and reading disabilities to promote literacy.

The beginning Reading Specialist knows and understands:
3.1 that students' progress in gaining the knowledge and skills necessary to learn
      to read varies and requires varied instruction and levels of instructional
      intensity.
3.2 issues and concepts related to the transfer of literacy competency from one
      language to another;
3.3 expected stages and patterns of first- and second-language learning;
3.4 sound practices for literacy instruction for English Language Learners that are
      based on a convergence of research;
3.5 issues and procedures in assessing English Language Learners' reading
      strengths and needs, and when to collaborate with other specialists to aid in
      assessment; and
3.6 how to distinguish between language differences and reading disabilities and
      when additional assessment or intervention is needed.

Prerequisite: Foundations course in reading

Student Learner Outcomes:
- After investigating one of the components of effective reading instruction, the student will collaborate with a group to present information in a PowerPoint presentation with 90% accuracy, as evaluated by a checklist provided by the instructor.
- Using the components presented in the reading academies, the student will construct a case study on a struggling reader with 90% accuracy, as evaluated by criteria provided by the instructor.
- Using strategies presented in the reading academies, the student will conduct an evidenced-based reading intervention with a struggling reader with 90% accuracy, as evaluated by a checklist provided by the instructor.
- After completing course activities, the student will demonstrate application of the components of effective reading instruction by earning a grade of B or better on examinations using the course grading scale.
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Course Objectives

This course will enable students to fully understand how to address the needs of struggling readers. Students will be able to:

1. Apply the essential components of effective reading instruction to diverse learners in a variety of classroom contexts.
2. Describe the methods and standards of scientifically-based reading research .
3. Identify features of effective reading instruction.
4. Facilitate learning using evidence-based reading interventions.
5. Analyze achievement gaps in reading and root causes.
6. Utilize measures of reading progress for instructional decision making.
7. Develop vocabulary through a variety of approaches and strategies.
8. Utilize instructional strategies to increase understanding.
9. Apply metacognitive strategies to promote strategic reading.
10. Describe characteristics of struggling readers.
11. Investigate models of instruction.
12. Develop a management system for a literacy classroom.
13. Plan appropriate literacy activities for primary, secondary, and tertiary instruction.
14. Adapt instruction for struggling readers.

Technology Integration

Technology Enhanced Instruction
Instructor will:
- support instruction using a classroom presentation system.
- present material using PowerPoint presentations.
- utilize Web sites for current and supplemental information.
- conduct activities on CD.

Technology Enhanced Learning
Students will:
- use electronic resources to locate education research literature.
- employ Web resources to format and submit papers.
  Papers will be submitted using the Turnitin® system for plagiarism
   prevention.
- construct assignments in a variety of environments including word processing, spreadsheet, and slide show.
- Complete activities on the Web through the Online Texas Reading Academies

Resources

Required Text:

Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 4th edition
Reutzel & Cooter

Secondary Resources: Booklets for Download

- Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program
    http://www.tea.state.tx.us/reading/products/essential.pdf

- 3-Tier Reading Model
    http://www.texasreading.org/3tier/materials.asp

- Instructional Decision Making Procedures for Ensuring Appropriate Instruction for Struggling Students
    http://www.texasreading.org/utcrla/materials/serp_prereferral_booklet.asp

- Reading Strategies and Activities Resource Book for Students At Risk for Reading Difficulties
    http://www.texasreading.org/utcrla/materials/primary_dyslexia.asp

- Supplemental Instruction for Struggling Readers
    http://www.texasreading.org/utcrla/materials/3-5_tutor_guide.asp

Internet Resources

(4Teachers)	http://4teachers.org/
(American Psychological Association)	http://www.apastyle.org
(Association for Supervision and Curriculum Development)	http://www.ascd.org
Communities Just for the Kids	
http://www.communitiesjust4kids.org/English/default.htm	
Dynamic Indicators of Basic Early Literacy Skills	http://dibels.uoregon.edu/
(Education Research Service)	http://www.ers.org
(International Reading Association)	http://www.reading.org
(National Institute for Literacy)	http://www.nifl.gov
(Reading Online)	http://www.readingonline
(State Board for Educator Certification)	http://www.sbec.state.tx.us
(Texas Education Agency)	http://www.tea.state.tx.us
(Turnitin)	http://turnitin.com
(U.S. Department of Education)	http://www.ed.gov
(What Works)	http://www.whatworks.com
(Vaughn Gross Center for Reading and Language Arts	http://texasreading.org

Course Requirements/Assignments/Field Based Activities

Examinations: Students will take a midterm and final examination. The exams will be comprehensive evaluations of all material covered in the course and will be worth 30% of the final course grade. The exams will include objective and subjective formats.

Electronic Presentation: Students will work in groups to investigate one of the components of effective reading instruction and present findings in a PowerPoint presentation with annotations to be posted online for other students to view.   Sources should be cited and the presentation should follow the three phases of the learning cycle using the ARC guide provided by the instructor. Topics will be identified by the instructor.   The presentation will be worth 100 points.

Web-based Activities: Students will participate in the Online Teacher Reading Academies (OTRA) for Grades K, 1, and 2 through the Vaughn Center for Reading and Language Arts (VGCRLA) and other activities to support the chapters in the textbook. The Web-based activities will be worth 150 points in total.

Evidence-Based Reading Intervention (EBRI): Students will design an evidence-based reading intervention for a struggling reader, including scaffolds and assessments. Interventions will be implemented as an action research project using guidelines presented in class. Results will be reported in poster format. Project designs must be approved by the instructor and meet all IRB requirements. The EBRI will be graded using a rubric provided by the instructor and will be worth 30% of the final course grade.

Grading

Exams	150 points (mid-term 75 points and final 75 points)
Presentation	50 points
Web-based Activities	150 points
Reading Intervention	150 points
Total	**500 points**

Assignment	Possible Points
Examinations	150 points (2 @ 75 points)
Web-based Activities	150 points (reading academies, chapter activities, modules)
Evidenced-based Reading Intervention	150 points (methodology 25 points, intervention 50 points, assessment 50 points, conclusions and reflections 25 points)
Presentation	50 points (anticipation activity 10 points, realization activity 10 points, contemplation activity 10 points, use of technology 10 points, relevancy of information 10 points)
Total Points Feedback will be provided to students via e-mail, phone, and qualitative comments on assignments.	**500**

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

90-100%	A	450-500 points
80-89%	B	400-449 points
70-79%	C	350-399 points
60-69%	D	300-349 points
Below 60%	F	299 points or less

Attendance

Students are expected to attend all class meetings. A make-up activity will be assigned for each absence. Activities will be four page papers addressing the topics covered in class during the absence. Failure to submit make-up reports will negatively affect the course grade (twenty points will be deducted).   Two tardies will be considered an absence. A tardy is recorded if student is not in class to sign when attendance sheet is distributed. Leaving early on more than one occasion will count as an absence. Leaving early is recorded if student is not in class to sign out.

Guidelines for Assigning an Incomplete Grade ("X")
An incomplete grade ("X") may be given when a student's work is satisfactory in quality but due to circumstances beyond his or her control, is not completed by the end of the semester. An incomplete is given to allow an extension of time beyond the end of the semester to complete the coursework. It is not given in lieu of an "F". It is the responsibility of the student to contact the instructor to initiate the request for a grade of incomplete and, if the request is granted, to initiate discussion with the instructor concerning fulfillment of remaining course requirements in a timely manner.

University Drop Policy: To drop this course after the 12th class day, a student must complete the *Drop/Withdrawal Request Form*, located on the University website (http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email (Registrar@tamut.edu), mail (P. O. Box 5518, Texarkana, TX 75505) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Disability Accommodations:
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ' F' in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address

 Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Student Technical Assistance:
- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php
- Blackboard Helpdesk contacts:

Office hours are: Monday - Friday, 8:00a to 5:00p
Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

Course Schedule

Class	Date	Topics	Assignments
1		Introduction, Course Syllabus and Overview, Definitions, Components and Features of Effective Reading Instruction, Flashpoint	Chapter 1
2		Characteristics of Struggling Readers, Predictors of Reading Success, Scientifically-Based Reading Research	Chapter 2
3		Kindergarten Reading Academy	Chapter 3
4		Kindergarten Reading Academy	Chapter 4

5		First Grade Reading Academy	Chapter 5
6		First Grade Reading Academy	Chapter 6 Phonological Awareness
7		Second Grade Reading Academy	Chapter 7 Fluency
8		Midterm Exam	Midterm Exam
9		Second Grade Reading Academy	Chapter 8 Vocabulary
10		Special Education Reading Project Features of Effective Reading Instruction: Progress Monitoring, Flexible Grouping, Appropriate Texts	Chapter 9 Comprehension
11		Models of Co-teaching Special Education, Adaptations	Chapter 10 Word Study
12			Chapter 11
13		Models of Instruction (3-Tier Reading Model), Dyslexia	EBRI Due
14		Mentoring and Leadership in Reading	
15		Final Exam	Final Exam

The instructor reserves the right to make changes to the course syllabus and will notify students accordingly.

**Students seeking a professional certificate must meet with the certification officer for official admittance into a certification program. The certification officer for Texas A&M University-Texarkana is Bonnie Johnson. She is located in University Center 256 and can be contacted by phone at 903-223-3048.

Graduation for students taking classes from another institution during the last semester of coursework may be delayed. Students should schedule classes to support graduation timeline.

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