

Rutgers, The State University of New Jersey
Diagnosis and Correction of Reading Difficulties
15:299:564:90
Fall 2015, Room ED 211
Wednesdays 4:50 - 7:30 p.m.

Instructor: Dr. Erica Boling	Email: erica.boling@gse.rutgers.edu
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Office Hours: by appointment before and after class; online or telephone conference calls can also be arranged	Prerequisites or other limitations: instructor approval
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: contact the instructor with questions at erica.boling@gse.rutgers.edu

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where he/she is officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

COURSE DESCRIPTION, LEARNING GOALS, METHODS, etc.

Course catalog description: Emphasis on teaching methods for individual and small group instruction. Topics include selection of appropriate assessment materials, strategies to strengthen literacy development, and written evaluation/intervention reports both for caregivers and school districts.

Purpose: The purpose of this course is to explore the theoretical underpinnings of reading difficulties as well as ways in which you can assist students in becoming more capable readers. We will be looking at various assessment measures and discussing ways to interpret the results. We will also be looking at interventions for individual learners and flexible groups. The interventions should be helpful not only for completing assignments with an individual student, but also for the students you are instructing within your classroom as a whole.

Class Website: <https://diagnosisf15.wikispaces.com/>

Learning Goals & Objectives

At the end of the course, students should be able to...

- 1) Identify elementary and middle school students' strengths and needs as they relate to literacy learning;
- 2) Develop proficiency in the use of a range of literacy assessment tools;
- 3) Design instruction that is responsive to students' strengths and needs;
- 4) Develop a depth of knowledge of research and effective practice as it relates to the major domains of literacy;
- 5) Design learning experiences for other teachers that allow you to share your growing expertise as a teacher of literacy.

Required Texts

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction, 2nd ed.* New York, NY: Guilford Press.
- Cunningham, P. (2012). *Phonics They Use: Words for Reading and Writing, 6th edition.* New York: Pearson.
- Leslie, L., & Caldwell, J. (2010). *Qualitative Reading Inventory-V.* New York: Allyn & Bacon. (CD-ROM copy ISBN-10: 0137019238 or ISBN-13: 9780137019236)
- McKenna, M.C., & Stahl, S.A. (2008). *Assessment for Reading Instruction, 2nd edition.* New York: Guildford Press.

Recommended Readings: A number of recommended readings will be shared and discussed throughout the semester. Additional information will be provided on our class Wiki site.

Other Readings

- [The PARCC Assessment](#)
- Other assigned readings will be provided through the Rutgers' library, online, and in class.

Suggested Materials to Support Tutoring Sessions

- Audio recorder (I personally prefer digital voice recorders so that you can upload recordings to your computer. Some people use their cellphone to do this too.)
- Folder/Binder for materials used during tutoring sessions
- Notebook for your student
- Access to children's literature and a computer with Internet access

Course Organization: This is a hybrid course. We will be meeting both face-to-face and online throughout the semester. Typically during our online classes you will have assignments that will need to be posted by a specific deadline. You will not be expected to attend live sessions on the computer from 4:50-7:30 pm on these dates. I do, however, want you to have at least one opportunity to participate in a live, online session before the end of the semester. I will offer a

choice of dates and times. You will be expected to attend at least one of them. Live sessions will last approximately one hour.

Grading Policy & Turning in Assignments

Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates will also be posted on our class wiki website (<https://diagnosisf15.wikispaces.com/>). You are responsible for knowing what the due dates are. Unless arrangements are made in advance of the due date, late assignments will not be accepted.

Most of your assignments require you to post information onto our class website. I will be regularly visiting the site, so please make sure all comments and postings are there by their due dates.

Communications & Announcements

I will update our class website each week to post information for your assignments. New information will be posted by Friday at midnight at the latest. You are responsible for any information that is presented in these announcements, so please make sure to check the site between classes so that you are aware of any additions and/or changes.

Participation Policy

Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, participate in discussions, give feedback to your peers, share how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. Additional information on requirements for class participation is provided below.

Evaluation of Course Work

The following will be considered and used when evaluating your work...

- Only work that meets professional standards will be accepted. As teachers, we are expected to clearly communicate information to parents, administrators, and colleagues. For this course, you are expected to hand in proofread work.
- You will be evaluated on clarity, conciseness, and organization of writing. Responsiveness to the task or question will also be evaluated (e.g., are you fulfilling the requirements of the assignment).
- Responses will be judged by completeness and depth. You must present the necessary amount of detail to support your points. Write or present as though your audience
- is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Your work must demonstrate independent judgment. This includes going beyond the information presented by others. Be critical, seeing both strengths and weaknesses, and support opinions with your own reasons.
- Be sure to pay attention to professional style. Papers should be typed or word-processed and follow APA format.

Grading Scale

A	= 90% and above
B+	= 87 – 89.9%
B	= 80 – 86.9%
C+	= 77 – 79.9%
C	= 70 – 76.9%
D	= 60 – 69.9%
F	= below 60%

Grading Summary

A	= Outstanding work
B	= Good work
C	= Satisfactory work
D	= Poor work
F	= Failing work

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Confidentiality

When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

EVALUATION OVERVIEW, ASSIGNMENTS & TENTATIVE SCHEDULE

Your overall course evaluation and final grade will be based on the following:

1. Weekly Tutoring & Logs	30%
2. Participation & Reading / Peer Responses	25%
3. Case Study	25%
4. Mini-Workshop	20%

WEEKLY TUTORING & LOGS (30 points / 9 entries)

One of your primary roles as a Reading Specialist will be the support you offer struggling readers and writers. With this in mind, you will be expected to tutor a child for at least one hour per week, and you will be expected to administer weekly assessments. Over the course of the semester, you will be asked to submit 9 logs in which you describe your tutoring sessions. Each log entry should be approximately 2-4 pages (or 700-1400 words).

While the structure and focus of each session will of course be specific to the student's identified needs and the context in which you are working, there are some general areas you should consider when planning your tutoring sessions. These include:

- Focused word study
- Working with familiar text to build fluency
- Introducing a range of genres (over time)
- Supported reading of a text at the student's instructional level
- Connection to writing
- Opportunity for engaged conversation
- Informal assessments to gauge learning

Each week's reading will offer different points of focus as you build your professional expertise. I ask that you connect what you understand from these professional investigations and conversations to your practical work as a Reading Specialist. Please be sure to cover the following areas in your logs:

1. **Session Goals / Objectives:** This section describes what you hope to achieve with your students by the end of each tutoring session.
2. **Summary/Observations:** This section summarizes and describes what you did with your student, including materials used, student's reaction, overall progress made, observations, etc.
3. **Critical Reflection:** Please use readings, prior coursework, and prior sessions with your student as lenses to consider the progress both of you are making. Use these resources and experiences to *critically reflect* on your work and your student's progress. Please explicitly describe the connections that you are making to your tutoring session.
4. **Next Steps:** Include a description of how this session is informing your thoughts about your next tutoring session.

Deadlines

Logs 1-3	Due: Sept. 30
Logs 4-6	Due: Oct. 28
Logs 7-9	Due: Nov. 21 (Saturday by midnight)

PARTICIPATION & READING / PEER RESPONSES

Your attendance and active participation in class are vital to the course and to your learning. Your participation and attendance are necessary for you and your classmates to get the most out of this course. You are expected to **attend every class** session (face-to-face and online) having completed all required readings. Points will be deducted from your overall grade if you do not actively participate in each class session, if you miss a class, and/or if you regularly arrive late/leave early.

I do understand that extenuating circumstances might result in an absence. If you anticipate that this will happen, please contact me immediately. If you miss class, use the university absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Also please email me to be sure that I receive this information and to make arrangements for any important information that you might be missing from class. I use both in-class and online activities to inform my planning. These count toward your participation grade, so be sure you complete assignments by their due dates.

Each week you will be responsible for coming prepared to class, and you will be responsible for guiding weekly discussions. It is imperative that you keep up with weekly reading assignments in order to get the most out of the class and support your peers during class discussions. You will have the opportunity to demonstrate and apply your knowledge in a variety of ways throughout the semester. Reading response assignments can take the form of written narratives, written reflections, in-class and online discussions, and informal presentations. You will be expected to provide responses and feedback to both assigned readings and to each other's online and written responses.

CASE STUDY

At the end of the semester, you will write a final case study and analysis of your assessments, interventions, and your student's progress. The case study report should also discuss any long-term strategies you would suggest for future instruction. The case study is meant to be a synthesis of your learning over the course of the semester, and your weekly logs will offer much to pull from in this final piece. You can organize your final case study any way that you like; however, be sure to include the following in your final report:

- A) **Introduction:** This should include your general philosophy of literacy instruction and your thoughts about your role as a Reading Specialist. It is also helpful to provide a brief summary/overview of what will be presented in the case study.
- B) **Background Information:** This should include an introduction / description of your student. Please include a few comments about your tutoring sessions, when and where they occurred, etc.
- C) **Tutoring Summary (Synthesis of the Work Completed this Semester):** You want to give the reader an idea of the types of things that you did with your student during your tutoring sessions and the assessments that were completed. Please break down these

summaries by topic (i.e., oral reading, comprehension, fluency, etc.). At some point in your paper, be sure to list the results of all assessments. I find that organizing this information into a chart makes it easier to read and compare scores. When summarizing your tutoring, consider the assessments and tutoring sessions that you provided and how these assessments informed the work that you were doing with your student.

D) Recommendations: Briefly summarize what you learned about your student throughout the year and highlight your students' strengths/weaknesses. Offer recommendations for future instruction. When giving your recommendations, please categorize them using the same categories that were used to describe your tutoring sessions (i.e., oral reading, comprehension, fluency, etc.).

E) Conclusion & Reflection: Please reflect upon your tutoring and assessment experiences. In addition, include any concluding thoughts about your student. Reflections should cover the entire time that was spent with your student.

Average Length: 10-12 single-spaced pages.

Your final case study report is due **Wed., December 9th**. However, if you would like to make any final revisions, I will accept revised copies of your case study up until midnight on Friday, December 11th. Please email your final case study to me and be sure that you receive confirmation that I have received it. If you do not hear back from me, do not assume that I received it! Additional information about your case study project will be provided in class. I will also provide you with examples of case studies that were completed in previous semesters.

MINI-WORKSHOP

In many districts, Reading Specialists offer multiple roles of support for both students and colleagues. As the resident literacy expert, you will often be asked to conduct professional development workshops. With this in mind, you will create one mini-workshop this semester to present in class. The focus can be on such topics as word study, fluency, reading comprehension or writing and should run parallel to readings assigned for that week. The workshops are NOT presentations; they are meant to be active investigations of specific topics. Participants should leave the session with one or more practical strategies to try with students – having had the opportunity to try it out themselves. The focus of your workshop and a tentative implementation outline ***must be approved by me at least 1 week before you you're your workshop***. Please limit workshops to 20-30 minutes in length.

TENTATIVE SCHEDULE

Additional readings may be given in class or for homework.

Class Session	Guiding Questions	Readings	Assignments Due
Week 1 Sept. 2	Introduction to Reading Assessment General Concepts of Assessment Preparing a Clinic Report	McKenna & Stahl Ch. 1-2, 10	None
Week 2 Sept. 9	Inquiry Oriented Assessment & Connecting Standards with Assessments	McKenna & Stahl Ch. 8-9 Cunningham Ch. 13-coaching, 14-theory, 15-phonics term QRI Preview Ch. 1-4	Burke Reading Interview, McKenna & Stahl p. 190 Additional Assessment (self-selected)
Week 3 Sept. 16	Qualitative Reading Inventory V	QRI Sections 1-14	Workshops 1 & 2 QRI assessment
Week 4 Sept. 23	QRI / Informal Reading Inventories (cont.)	McKenna & Stahl Chap. 3	Workshops 3 & 4 QRI assessment (assessments due)
Week 5 Sept. 30 	Emergent Literacy	McKenna & Stahl Ch. 4 Cunningham Ch. 1-5 (emergent)	Test of Phonemic Awareness p. 98 Book-Handling Knowledge Guidelines p. 93 <i>or</i> appropriate alternative assessment Logs 1-3 Due

Week 6 Oct. 7	Assessing Word Recognition	McKenna & Stahl Ch. 5 Cunningham Ch. 9 (make words) * Additional Reading Assigned	Workshops 5 & 6 Fry Sight-Word Inventory p.116-122 Obtain writing sample for the Qualitative Spelling Checklist p. 145
Week 7 Oct. 14 	Assessing Ability to Decode & Assessing Spelling	Cunningham Ch. 10 & 11 (decode / spell) * Additional Reading Assigned	Qualitative Spelling Checklist p. 145 Informal Phonics Inventory p. 125-131
Week 8 Oct. 21	Assessing Ability to Decode & Assessing Spelling	Cunningham Ch. 8-9 Cunningham Ch. 12 (make words) * Additional Reading Assigned	Workshops 7 & 8 Elementary Spelling Inventory p. 142-144
Week 9 Oct. 28 	Assessing Fluency	McKenna & Stahl Ch. 6 Cunningham Ch. 6-8 (fluency) <i>Assessing Reading Fluency</i> by Timothy Rasinski http://www.prel.org/products/re/_/assessing-fluency.htm <i>Oral Reading Fluency Norms: A valuable assessment tool for reading teachers</i> by J. Hasbrouck & G. Tindal	NAEP Rubric p.149-150 CBM/ORF (in Rasinski article) Logs 4-6 Due
Week 10 Nov. 4	Assessing Comprehension & Vocabulary	Beck, McKeown & Kucan, <i>Bringing Words to Life</i> (all) McKenna & Stahl Ch. 7-8	Workshopss 9 & 10 Self-Selected Assessment And Revisit assessments from week #2

Week 11 Nov. 11 	Assessing Through Book Talk & Writing	* Additional Readings Assigned	Catch-Up on Assessments
Week 12 Nov. 18	Assessing Reading Attitudes	McKenna & Stahl Revisit Ch. 8-9	Workshops 11 & 12 Continue analyzing data & Begin drafting out your final case study SATURDAY, Nov. 21: Logs 7-9 Due by midnight
Week 13 Nov. 25 	Day Before Thanksgiving ** No Face-to-Face Class ** Cunningham Ch. 14 Revisited - Planning Ahead for Future Instruction		
Week 14 Dec. 2 	To Be Announced (Writing Workshop)	To Be Announced (Writing Workshop)	To Be Announced
Week 15 Dec. 9	Presentation of Case Studies Case Studies Due		