School of Education

EDUC 5325 KC23 2320
Diagnosis and Remediation of Reading Difficulties

Instructor: Dr. Kelci Gabriel
Class Schedule: Wednesday 5:00 p.m. to 8:15 p.m.
Office Hours: Before or After class and by appointment
Office Phone: 713-478-6579
Email: gabriek@stthom.edu


Course Description: This course is designed to enable participants to identify specific reading difficulties and associated remediation techniques. The course examines assessment methods to identify the causes of difficulties students encounter in the development of literacy, and explores appropriate accommodations and remediation steps for the identified difficulties.

Course Objectives: Students will be able to identify the major trends in literacy, specific causes of reading difficulties in literacy development, and factors related to expanding reading comprehension and vocabulary. They will also be able to demonstrate the ability to assess individual students’ reading using formal and informal measures, understanding of the Reading/Writing connection, conduct an assessment using an Informal Reading Inventory, outline effective reading strategies to utilize with both English learners and English Language Learners (ELL), use a multidisciplinary approach to teach reading, and develop appropriate effective teaching activities for strategic reading for narrative and expository texts.

INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS
1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.
Methodology: Each class will include a brief lecture given by the instructor. A large portion of the class will include large and small group discussion and activities. These discussions and activities are designed to apply, analyze, and synthesize, and reflect upon the queries, concepts, strategies, techniques, and any other information relating to literacy that teachers may encounter in their classrooms.

Assignments: Late assignments will be counted off by 10% and will not be accepted after one class period

**Exams (30%):** There will be one exam given within the semester. The final exam will consist of material covered in the entirety of the course. The exam will consist of essay questions.

**Case Studies (25%):** Students will be given a series of case studies throughout the semester. These case study prompts are available online within the week which they are due. Each student is expected to design an intervention to remediate the difficulties presented in the case study. That is, a typed report of the problem that may exist, the domain of reading/writing that is affected, the assessment/s that should be administered or referred to, a plan for remediation, and specific activities that may aid in the remediation process. Students should refer to the concepts, strategies, and domains that are researched based and have been discussed in the course material, as it is necessary to evidence that which has been proposed.

**Lesson Plans/Unit (30%):** Students will develop lesson plans that focus upon remedial students at varying age levels. The lesson plans should include a focus on each of the following four components of reading – Lesson Plan 1 - fluency, Lesson Plan 2 - decoding, Lesson Plan 3 - vocabulary, and Lesson Plan 4 - comprehension. That is, each component will be represented by one lesson plan. So, for example, a student may be in the third grade and is reading at more of a beginning reader level. With regard to each of the four components, what might you suggest as lessons that will aid in his or her remediation? Each student will turn in a copy of the four lesson plans. Any students teaching bilingual or special education should develop lessons specific to the population that they are teaching. The lesson plans should explicitly describe the modifications and differentiation that will occur in the classroom to serve the individual needs of the students in need of remediation.

**Participation (15%):** Students are expected to come to class prepared to participate in activities and discussions related to the assigned readings. As professionals, students are expected to participate meaningfully and respectfully. That is, each student should contribute to both the small group activities and large group discussions in a meaningful way that reflects their preparation and understanding. It may occur that there is a difference of opinion among students. This of course is not unusual and may contribute to the students finding a deeper level of understanding in regards to the topic that is being discussed. These differences should be handled in a respectful manner that is reflective of professionalism and consideration. In-class activities will also be given points that will contribute to your overall participation grade. In-class activities can only be completed in-class and should you be absent there will be no make up for those points missed.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam:</td>
<td>30%</td>
<td>100-95</td>
<td>94-90</td>
<td>89-87</td>
<td>83-80</td>
<td>79-77</td>
<td>76-74</td>
<td>69-65</td>
<td>64-0</td>
</tr>
<tr>
<td>Case Studies:</td>
<td>25%</td>
<td>A-</td>
<td>94-90</td>
<td>C</td>
<td>76-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plans:</td>
<td>30%</td>
<td>B+</td>
<td>89-87</td>
<td>C-</td>
<td>73-70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class participation and activities</td>
<td>15%</td>
<td>B</td>
<td>86-84</td>
<td>D</td>
<td>69-65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>B-</td>
<td>83-80</td>
<td>F</td>
<td>64-0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Attendance:** Students are expected to adhere to the University of St. Thomas attendance policy. Tardiness is considered unprofessional, as is early exit from a course meeting. Please notify the professor if you have job-related issues that will cause you to be absent from attending the class. Illnesses, family issues, or unforeseen circumstances should be handled in a professional manner. Assignments are still due on or before the due date despite an absence. Two tardies will be considered one absence. More than 1 unexcused absences will result in the lowering of the final grade by one letter. Please make arrangement with a classmate to receive handouts and class notes. Inclement weather procedure: Please be aware of University procedures due to inclement weather. Stay tuned to radio and news, and the professor will make a reasonable attempt to contact students by blackboard or email if class is cancelled.

**Classroom Disruptions:** Cellular phones should not be used during class time. Texting and conversing on the telephone during and in class is forbidden.

**Academic Honesty:** Academic honesty is taken very seriously by the University. Any instances shall be documented and reported to the dean. Academic dishonesty includes but is not limited to cheating on an examination, plagiarism, or knowingly assisting another student in these endeavors. Students may receive an “F” for the project or entire course. For further information refer to the Undergraduate catalog.

**ADA Statement**

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crocker Center.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 14</td>
<td>Course Introduction; Defining and Teaching for Reading Diagnosis and Improvement</td>
<td>Syllabus Chapters 1 and 6</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Informal Assessment Techniques; Factors that Affect Reading Performance;</td>
<td>Chapters 2 and 3</td>
</tr>
<tr>
<td>Oct 28</td>
<td>Standardized Tests and Developing a Knowledge Base about Assessment, Measurement and Evaluation</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>
## Case Study One

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 4</td>
<td>Assessing and Teaching Early Literacy; Listening in on Student’s Oral Reading;</td>
<td>4, 8, and 12</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Using the text to Help Children Advance as Readers; Helping Children Comprehend</td>
<td>7 and 9</td>
</tr>
<tr>
<td>Nov 25</td>
<td>Helping Children Acquire and Apply Vocabulary; Helping Children Apply Phonics</td>
<td>10 and 11</td>
</tr>
</tbody>
</table>

## Case Study Two

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 2</td>
<td>Learning Strategies and Study Skills</td>
<td>13</td>
</tr>
</tbody>
</table>

## Final Exam

## Peer-review Articles


