### 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.
Assignments: Late assignments will only be accepted at the professor’s discretion.

Participation in Discussion Boards (20%): You will find specific discussion board prompts in the “Discussion Board” section of BB. Students will read the selected course texts and will integrate the readings into BB class discussions/postings. In order to receive full credit for each discussion board module, your original thread must consist of thoughtful reflection and must reference the course readings. You will be required to submit 1 original post (per module) by Wednesday of each week and 2 thoughtful responses (per module) to posts made by classmates before the close of the modules at 6:00 p.m. on Sundays. Each post will count for 33% so all three posts will be required for full credit. 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.

Case Study #1 (20%): Students will be given a series of case studies throughout the semester. 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 area 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. To be emailed directly to your professor on the stated due date.

Case Study #2 (20%): Students will be given a series of case studies throughout the semester. 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 area 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. To be emailed directly to your professor on the stated due date.

Lesson Plan Capstone Project (40%): Individually, students will develop a comprehensive lesson plan with the focus on remedial students at selected age level. The lesson plan should include a focus on each of the following four components of reading – fluency, decoding, vocabulary, and comprehension. 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 design as a lesson that will aid in his/her intervention? Each student will turn in a digital copy of the lesson plan to the instructor. In your presentation, you will briefly discuss the lesson that you have prepared and why you believe it specifically targets the students’ identified needs. More details on this project will be presented at a later day. To be emailed directly to your professor on the stated due date.
Grading:
A  100-95
A-  94-90
B+  89-87
B   86-84
B-  83-80
C+  79-77
C   76-74
C-  73-70
D   69-65
F   64-0

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 personal/professional 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. Failure to participate in the
weekly modules will be considered an absence. More than 3 absences will result in the lowering of the
final grade by one letter.

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
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 Crooker Center.
**Course Outline**

*Note: All Modules will open on Monday morning and will close at 6:00 p.m. the following Sunday unless otherwise stated.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>5/30-6/4</td>
<td>- Introduce yourself to the class in the Blackboard Discussion Board</td>
<td>- Read the course syllabus and ask the instructor any questions you may have.</td>
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<tr>
<td>LM1</td>
<td>6/5-6/11</td>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>LM2</td>
<td>6/5-6/11</td>
<td>- Discussion Board Post #1</td>
<td>Chapter 2</td>
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<tr>
<td>LM3</td>
<td>6/12-6/18</td>
<td></td>
<td>Chapter 3</td>
</tr>
<tr>
<td>LM4</td>
<td>6/12-6/18</td>
<td>- Discussion Board Post #2</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>LM5</td>
<td>6/19-6/25</td>
<td>- Discussion Board Post #3</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>LM6</td>
<td>6/26-7/2</td>
<td>- Case Study #1 Due by midnight on 7/2</td>
<td>Chapter 6</td>
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<tr>
<td>LM7</td>
<td>7/3-7/9</td>
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<td>Chapter 7</td>
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<tr>
<td>LM8</td>
<td>7/3-7/9</td>
<td>- Discussion Board Post #4</td>
<td>Chapter 8</td>
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<tr>
<td>LM9</td>
<td>7/10-7/16</td>
<td>- Discussion Board Post #5</td>
<td>Chapter 9</td>
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<tr>
<td>LM10</td>
<td>7/17-7/23</td>
<td>- Case Study #2 Due by midnight on 7/23</td>
<td>Chapter 10-11</td>
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<tr>
<td>LM11</td>
<td>7/24-7/30</td>
<td>- Discussion Board Post #6</td>
<td>Chapter 12-13</td>
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<tr>
<td>LM12</td>
<td>7/24-7/30</td>
<td></td>
<td>Chapter 14-15</td>
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<tr>
<td>LM13</td>
<td>7/31-8/2</td>
<td>- Capstone Project Due by midnight on 8/2</td>
<td>No New Readings This Week.</td>
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