

**Dallas Baptist University**  
**READ 5332/READ 4332 01**  
**Reading: Diagnosing & Correcting Reading Difficulties**  
**3 credit hours**  
**Syllabus For: (SP) Spring 2011**

Instructor: E-mail: This class will use the class email system.

**Course Description:**

READ 5332/4332 3-3-0 Reading Diagnosing and Correcting Reading Difficulties

An intensive study of specific techniques for diagnosing problem areas in reading and of remediation techniques for supplementing classroom activities. Fall, Spring.

Prerequisite: Prerequisite: READ 3330 or READ 3334

This course provides instruction and opportunity for demonstration of understanding of the five necessary components of good reading instruction identified in the review of research by the National Reading Panel report released in 2000. The five components are: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Learner-Centered Outcomes and Objectives:**

The major objective of this and all courses on Dallas Baptist University campuses is to support the mission statement of the university and to demonstrate a Christian worldview. The outcomes are engagement of study of the content of this course to the glory of God and to the end of developing excellent competencies and skills worthy of Christian service to mankind.

Upon completion of this course, the successful student will be able to:

- A. Explain the Christian foundations of reading instruction.
- B. Explain the major components of reading.
- C. Contrast the five different reading programs and be able to apply each one to given situations.
- D. Distinguish between causes and correlations of reading difficulty.
- E. Assess and verify reading levels.
- F. Assess and identify specific strengths and weaknesses in readers and use this information to create instructional plans for struggling readers.
- G. Explain important principals relating to remedial reading instruction.
- H. Compare the critical issues regarding word recognition and word identification and select appropriate strategies to develop these word skills in struggling readers.
- I. Select strategies to increase comprehension of narrative text.
- J. Select strategies to increase comprehension of expository text.
- K. Explain methods of addressing needs of severely delayed readers.
- L. Determine effective methods of addressing needs of linguistically and culturally different readers.
- M. Analyze validity of information through research in professional literature and electronic sources.
- N. Demonstrate understanding of diagnosing and correcting reading difficulties both orally (class discussions) and in writing assignments.

The graduate student will also:

- O. Collect, Analyze, and Synthesize current research studies pertaining to one of the five components of

research indicated by the National Reading Panel in the following publication:

D. August & T. Shanahan (Eds.) (2006). Developing literacy in second-language learners: A report of the National Literacy Panel on Language-Minority Children and Youth. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

## **Texts and Readings:**

### **Course Material**

Textbook: McCormick, Sandra and Jerry Zutell. *Instructing Students Who Have Literacy Problems, 6th Ed.* Upper Saddle River, New Jersey: Pearson, 2011.

### **Course Outline:**

- A. Foundations of Remedial and Clinical Reading Instruction
- B. Basic Concepts and Definitions in Reading
- C. Causes and Correlates of Individual Differences in Reading Ability
- D. Assessment for Identification of Reading Problems
- E. Assessment for Verifying General Reading Levels
- F. Assessment for Identifying Specific Strengths and Weaknesses in Reading
- G. Important Principles of Instruction for Delayed Readers
- H. Word Recognition and Fluency
- I. Word Identification
- J. Knowledge of Word Meanings
- K. Comprehension of Narrative Text
- L. Comprehension of Informational Text
- M. The Severely Delayed Reader and the Nonreader
- N. English-Language Learners and Other Learners with Special Needs

### **Requirements for Credit:**

#### Assignments and Tests

Tests and Examinations – 80% of grade

- Three (3) Tests
- Annotated Research Article - **4332 only**
- Research Paper - **5332 only**
- Final Examination
- Quizzes

Daily Work – 20% of grade

- Reading Analysis Activity
- Internet Retrieval Activity
- Reading Reflections
- “Activities” (as assigned)

#### Participation

Active participation in class discussion is required. Active learning is critical to understanding. It also makes the class much more interesting and enriching if everyone comes to class prepared to participate by sharing what you are learning through reading and by asking thought provoking questions to clarify understanding.

### Attendance

University policy states that to receive credit for the course a student must not miss more than 25% of the classes offered.

Unexcused absence = absence that is within the student's control and is not reported prior to class time to professor. The professor reserves the right to determine whether an absence is excused or unexcused.

*More than one unexcused absence will result in one (1) point deducted for each unexcused absence beyond the limit (beginning with the second unexcused absence) and deducted from the total grade average for the course.*

Tardy = arriving late to class or leaving early without prior approval.

Three tardies will equal to one absence.

Make-up work will not be accepted for unexcused absences or tardies.

### Late Exams and Assignments

All examinations must be taken on the date and at the time scheduled. If a test or exam is missed due to an excused absence, the student is responsible for scheduling a make-up exam to be taken after return to class. Late work must be made up in full one class period after return to class to avoid a late penalty. All assignments are to be turned in on the date due. No work will be accepted after one week upon return from absence. Students will be responsible for arranging the make-up work if an appointment is required. In cases of tests or exams, these must be taken prior to class period if an absence is anticipated. Failure to call ahead of time except in emergencies will result in no allowance to take test or exam after the class period in which the test is given. Any pop quizzes given during absence will not be allowed to be made up. A grade of 0 will be recorded for any test or pop quiz missed due to absences. Each school day (M-F) work is late will result in a five (5) point penalty for assignment grade.

### Internet Retrieval and Analysis

Retrieval of information concerning remedial reading issues from two sites on the Internet is required. The reports should contain the following:

1. Printouts of the Internet site
2. Evaluation of the site (source, overall quality)

### **4332 ONLY**

#### **First Search or EBSCO (Retrieval and Annotation)**

Retrieve a printout of one First Search article-summarize the corresponding article on one of the topics listed below or on one approved by the professor.

Highlight and annotate the article. Prepare to present oral summary in class and submit the written summary for grade. One-two pages, computer generated, 12 font, double-spaced. Possible topics:

- Stages of Emerging Literacy
- Reading Recovery
- Phonics Diagnosis or Instruction
- Read Along Strategies
- Using Spelling to Diagnose or Improve Reading
- Sources of High Interest/Low Vocabulary Material
- Working with Severe Comprehension Problems
- Noting Strengths and Needs From Oral Reading

Criteria for grading are listed.

- Article relates to remedial reading and was written within the last five years.
- Article is appropriately annotated and highlighted.
- Summary is of appropriate length and generated on a computer.
- Summary covers the breadth of the article.
- Summary is written in original words and does not employ sentences or long phrases used by the author.
- Oral presentation captures key points of article in a clear, concise manner.

- Work is done on time.

### **5332 ONLY**

#### **Research Paper**

For this assignment you will collect, analyze, and synthesize current research studies pertaining to best practices in reading instruction. In this assignment you will specifically research one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as indicated by the National Reading Panel in the following publication:

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

- Your paper should include both significant findings from your research as well as implications for teaching reading to diverse students in the classroom.
- The content of your paper will need to be research-based and will require at least ten sources for the information presented.

<b>Grading criteria for the <u>Research Paper</u>:</b>	<b>Points possible</b>
<ul style="list-style-type: none"> <li>• The research paper must show evidence of analysis and synthesis of current research studies pertaining to best practices in reading instruction. The content should specifically address research on one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as indicated by the National Reading Panel in the following publication, and you must receive prior approval from your instructor on the chosen component.</li> <li>• Your paper should be 8-10 pages long, double-spaced, with 1 ½ inch margins, not including the cover page or references.</li> </ul>	<b>80</b>
<ul style="list-style-type: none"> <li>• List complete and accurate <b>bibliographical information</b> for sources cited. APA format should be used for all citations.</li> <li>• Include at least <b>10 sources</b> for your research findings.</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>• The paper should be free of grammatical and spelling errors.</li> <li>• <b>Post</b> your research paper in the designated place on Blackboard.</li> </ul>	<b>10</b>
<b>Total</b>	<b>100</b>

#### **Description and Analysis of Student Reading and or Learning/Study Activity-**

Descriptions of at least three sessions of observing a student while reading. Record the session and transcribe in the form of a dialog on the **right** half of the page. Analyze the description to determine what instructional needs or strengths should be recommended as revealed by the observation (**left** side of the page).

**Attendance Policy:**

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

**Learner-Centered Assessment of Outcomes:****Methods for Assessing Outcomes**

- A. Daily participation and periodic written assignments
- B. Internet Retrieval and Analysis (2 sites)
- C. **5332 ONLY** - Research Paper  
**4332 ONLY**- FirstSearch or EBSCO: (ED, not journal –EJ article)- more scholarly research  
An annotated research article and summary will be submitted in written form and an oral presentation explaining highlights of the research will be shared in class.
- D. Description and analysis of student reading and/or learning/study activity
- E. Three (3) tests
- F. Final exam

**Grading:****The GPA grading system adopted by DBU for courses is:**

A+ 4.00	A 4.00	A- 3.67
B+ 3.33	B 3.00	B- 2.67
C+ 2.33	C 2.00	C- 1.67
D+ 1.33	D 1.00	D- 0.67
F 0.00	** No grades of D are awarded for graduate courses	

**Method of Instruction:**

Lecture, group discussions, case study, oral reporting, and guest speakers, etc. including Writing Across the Curriculum, Technology Across the Curriculum, and Critical Thinking Across the Curriculum

**Service-Learning:** Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

**Tentative Schedule of Assignments:**

All courses taught in a classroom include at least one online session.

**Tentative Schedule of Assignments****READ 4332 01/ 5332 01****Diagnosing/Correcting Reading Difficulties****Spring 2011 MWF 11:00 PM-11:50 PM****Education 100**

<b>Jan. 19-24</b>	<b>Intro. to Course and Christian Foundations of Remedial and Clinical Reading Instruction</b> <b><u>Basic Concepts and Definitions in Reading-Chapter 1</u></b> <b>Assignment: Chapter 2, McCormick</b>
<b>Jan.26</b> <b>No Class</b>	<b>ONLINE LESSON TODAY (Check Blackboard for details.)</b> <b>Due Jan. 28 noon</b>
<b>Jan. 28-31</b>	<b><u>Causes and Correlates of Individual Differences in Reading Ability: Chapter 2</u></b> <b>Assignment: Chapter 2, McCormick</b>
<b>Feb. 2-4</b>	<b><u>Causes and Correlates of Individual Differences in Reading Ability: Chapter 2</u></b> <b>Internet Retrieval and Analysis (2 sites)</b> <b>Assignment: Prepare for Test #1, McCormick 1-2</b>
<b>Feb. 7</b>	<b>Test #1, McCormick 1-2</b> <b>Assignment: Chapter 3, McCormick</b>
<b>Feb. 9-14</b>	<b><u>Assessment for Identification of Reading Problems-Chapter 3</u></b> <b>Internet Retrieval and Analysis (2 sites)</b> <b>Assignment: Chapter 4, McCormick</b>
<b>Feb. 16-21</b>	<b><u>Assessment for Verifying General Reading Levels-Chapter 4</u></b> <b>Internet Retrieval and Analysis (2 sites)</b> <b>Assignment: Chapter 5, McCormick</b>
<b>Feb. 23-25</b>	<b><u>Assessment for Identifying Specific Strengths and Weaknesses in Reading Part I-Chapter 5</u></b> <b>Assignment: Chapter 5, McCormick</b>
<b>Feb. 28</b>	<b><u>Assessment for Identifying Specific Strengths and Weaknesses in Reading Part I-Chapter 5</u></b> <b>Internet Retrieval and Analysis (2 sites)</b> <b>Assignment: Chapter 6, McCormick</b>
<b>March 2</b>	<b>Research Paper (5332 ONLY)</b> <b>Rough Draft Due/Conference</b>

March 2-4	<u>Assessment for Identifying Specific Strengths and Weaknesses in Reading Part II-Chapter 6</u> Internet Retrieval and Analysis (2 sites) Assignment: Prepare for Test #2, McCormick 3-6
March 7-11 ONLINE	Test #2, McCormick, 3-6 (ONLINE) Assignment: Chapter 7, McCormick Due March 19 noon
March 14-18	Spring Break
March 21-23 ONLINE	<u>Important Principles of Instruction for Delayed Readers-Chapter 7 (ONLINE)</u> Assignment: Chapter 8, McCormick Due March 26 noon
March 25-30	<u>Word Recognition and Fluency-Chapter 8</u> Internet Retrieval and Analysis (2 sites) EBSCO or First Search Article Discuss/Summary Due Description/Analysis of Student Reading/Learning/Study Activity Assignment: Chapter 9, McCormick
April 1-8	<u>Word Identification-Chapter 9</u> Internet Retrieval and Analysis (2 sites) EBSCO or First Search Article Discuss/Summary Due Description/Analysis of Student Reading/Learning/Study Activity Assignment: Prepare for Test #3, McCormick 7-9
April 11	Test #3 McCormick 7-9 Assignment: Chapter 10, McCormick
April 13-18	EBSCO or First Search Article Discuss/Summary Due <u>Knowledge of Word Meanings-Chapter 10</u> Description/Analysis of Student Reading/Learning/Study Activity Assignment: Prepare description and analysis of student reading/learning activity.
April 22 No Class	Good Friday
April 25	Description/Analysis of Student Reading/Learning/Study Activity <u>Knowledge of Word Meanings-Chapter 10</u> EBSCO or First Search Article Discuss/Summary Due Assignment: Prepare Internet Articles. Chapter 11, McCormick
April 27 ONLINE No Class	<u>Comprehension of Narrative Text-Chapter 11 (ONLINE)</u> Assignment: Chapter 12, McCormick

April 29 Online Class ?	<b><u>Comprehension of InformationalText-Chapter 12 (ONLINE)</u></b> Description/Analysis of Student Reading/Learning/Study Activity Assignment: Chapter 13, McCormack
May 2	<b><u>The Severely Delayed Reader and the Nonreader-Chapter 13</u></b> Description/Analysis of Student Reading/Learning/Study Activity Assignment: Prepare for final
May 4	<b>English-Language Learners and Other Learners with Special Needs- Chapter 14</b>
May 9	<b>FINAL EXAM 10:00 am-12:00 pm</b>

### **Bibliography:**

A complete list of resources used throughout the course will be supplied to students who will keep the reference list in their class notebook.

### **Financial Aid:**

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

### **Disabilities:**

The student has the responsibility of informing the **Dean of Students, at (214) 333-6812**, of any disabling condition for which the student will request course modifications. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

### **University Honor Code/Academic Appeal and Academic Misconduct Procedure:**

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the *Student Handbook* and the *Schedule of Classes*.

### **Final Course Grades:**

Final course grades provided to a student by a faculty member may not be relied upon as official. Students may access their official final grades online through the WebAdvisor System. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might



compromise student confidentiality.

**Children in Classes and Unaccompanied Children:**

Minor children of Dallas Baptist University students are not permitted to attend class with their parents. Furthermore, minor children may not be unaccompanied at any location or property where Dallas Baptist University classes are taught. If a minor child is brought to the DBU campus or any location where DBU classes are taught, the child must be accompanied by an adult at all times. For their safety and welfare, unaccompanied children on the DBU campus will be escorted to the Campus Security Office and the parents or guardians will be summoned to pick them up immediately.

**Cell Phone and Electronic Device Policy:**

Classroom disruption by cell phones or other electronic devices is prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of class. This includes headphones and Bluetooth devices. Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted at the professor's discretion. The use of electronic devices in class is a privilege, and should be used by students for course specific work only, not for social networking or any other activities. The professor reserves the right to ban their use at any time. A student may face a zero and/or failure in the class if an electronic device is used for cheating during a test. Cheating at Dallas Baptist University is not tolerated and may result in expulsion. **(Please note: This does not apply to online courses.)**

**Electronic Communication Policy:**

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Wimba Virtual Classroom) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

**Graduating Students Grades:**

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given: 5/2/11. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement: 5/9/11. These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

**Other Important Information:****Instructor's Statement**

As you seek to understand the unique differences and likenesses of God's creation, determine in your heart to allow God's love to guide your thoughts and decisions.