

# COLLABORATION FOR LEARNING & LEADING COURSE SYLLABUS

## CUIN 6330: Literacy Assessment

E-mail  
Office  
Office Hours:

### Required Texts:

Walker, B.J. (2007). *Diagnostic teaching of reading: Techniques for instruction and Assessment* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.  
ISBN-13: 9780131995864

### And one of the following:

Flynt, E.S. & Cooter, R.B., Jr. (2004). *Reading inventory for the classroom* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.  
ISBN-13: 9780131065093

Flynt, E.S. & Cooter, R.B., Jr. (1999). *English-Espanol reading inventory for the classroom*. Upper Saddle River, NJ: Prentice Hall.  
ISBN-10: 0139554513  
ISBN-13: 9780139554513

“Collaboration for Learning and Leading” is the theme for the conceptual framework in the College of Education at the University of Houston. In CUIN 6330, we will collaborate together to assess, diagnose, and prescribe effective instruction for students in the field through a combination of slideshow presentations, group web chats, and classroom discussions.

### Course Description:

This course is a study of research-based assessment and instruction to support literacy learning among students with a wide range of strengths and needs. Some of the topics we will discuss will include:

- Assessing diverse learners
- Interpreting assessment data
- Prescribing instruction

- Aligning student needs with various materials and teaching techniques
- Various types of assessment instruments
- Current issues in assessment research

Students will assess a struggling reader (kindergarten through twelfth-grade) outside of class, learn about reading assessment from a variety of sources, compile an investigative report and present the findings in class, and demonstrate their competencies on an examination.

This course is aligned with the *TExES* competencies, and standards from the Association for Childhood Education International (ACEI), the International Society for Technology in Education (ISTE), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

### Course Assignments:

- I. **Philosophy of Teaching Reading**—a one page summary highlighting your beliefs regarding reading instruction; your audience will be a future principal (5% of grade)
- II. **Mid-Term Exam**--will cover Walker text, Chapters 1-8 & *RIC* (35% of grade)
- III. **Online discussion/ group participation**--class participation (10% of grade); participation in group web chats
- IV. **Investigative Report**--a summative report including student assessment records from the *RIC* and a "Plan of Action" for your student, a reading interest inventory, and appropriate lesson plans, among other items (35% of grade). Additional details will be provided in a course handout.
- V. **Final Presentation**—presentation of a Power Point depicting the data gathered during your work with your student –You will be asked to prepare a brief (5 minute) informal overview of your results including your findings and suggestions for instruction with your student (15% of grade)

### Grading Scale:

94-100= A	87-89=B+	77-79=C+	67-69=D+
90-93=A-	84-86=B	74-76=C	64-66=D
	80-83=B-	70-73=C-	60-63=D-

\* It is very important that you attend each class. Students missing in excess of two class meetings will be dropped. Attendance will be considered when final grades are assigned. Please notify the professor as soon as possible if you plan to be absent from class. Thank you!

\*\*Responsibility is a quality of every successful teacher. Therefore, late assignments will not be accepted. If extenuating circumstances occur, it is imperative that you make arrangements with the professor before the due date.

Special Accommodations under the *Americans with Disabilities Act*: If a student has a specific disability that requires special academic accommodations, he or she should notify the instructor within the first two classes so that special arrangements can be made. When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

### **Academic Honesty**

All assignments are expected to be completed individually unless otherwise indicated on the syllabus. The University of Houston defines academic dishonesty as “Employing a method or technique of engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements.” Penalties include failure of the entire assignment (0 points), forfeiture of any participation points, and referral to the department chair for consideration of additional action. Please read pages 8-11 of the University of Houston Student Handbook for further information.

Tentative Meeting Schedule for Fall 2011

Below are listed the general topics for each class meeting. Underneath the topics are readings for both classes to prepare for weekly meeting. Please have your readings completed before we meet each week.

**August 23**

Topic: Discuss schedule, books; history of reading education

**August 30**

Topic: The role of the diagnostic teacher

CUIN 6330: Chapter 1 *Diagnostic Teaching*

CUIN 7331: Chapter 1 *Examining the Historical Context for Teaching*

**September 6**

Topic: What we want to see in the classroom, in the literacy community

Correlated Reading Assignments:

CUIN 6330: Chapter 2 *Literacy Development*

CUIN 7331: Chapters 2 *Serving as an Elementary, Secondary, or District-Level Reading Specialist or Literacy Coach*  
Chapter 3 *Forming a Literacy Team and Creating a Literacy Vision*

**September 13**

Topic: Considering the teacher and the instructional method; roles of the teacher and reading specialist

Correlated Reading Assignments:

CUIN 6330: Chapter 3 *Effective Literacy Teachers*

CUIN 7331: Chapters 4 *Determining a School's Literacy Needs and Developing a Plan*

**September 20**

Topic: Informal assessments/ Reading specialists adapting to learners' needs

Correlated Reading Assignments:

CUIN 6330: *Flynt-Cooter IRI* (Introduction and Instructional Information)  
Chapter 4 *A Framework for Diagnostic Teaching*

CUIN 7331: *Ekwall -Shanker IRI* (Introduction and Instructional Information)  
Chapter 6 *Differentiating Instruction to Meet Learners' Needs: Framing Literacy Intervention*

Chapter 7 *Language and Literacy Development for English Learners*

**September 27** (Divided Sessions: CUIN 6330 5:15 – 6: 30 p.m.; CUIN 7331 6:30 – 7:45 p.m.)

Topic: The informal reading inventory

Correlated Reading Assignments:

CUIN 6330: *Flynt-Cooter* IRI (Review of Introduction and Instructional Information)

CUIN 7331: *Ekwall-Shanker* IRI (Review of Introduction and Instructional Information)

**October 4**

Topic: Literacy assessments

Correlated Reading Assignments:

CUIN 6330: Chapter 10 *Using Multiple Assessments*

CUIN 7331: Chapter 5 *Matching Context to Students: Assessment as Inquiry*

**October 11**

Topic: Designing the RLA lesson/Implementing a Reading Program

Correlated Reading Assignments:

CUIN 6330: Chapter 6 *The Literacy Event*

CUIN 7331: Chapter 8 *Implementing a Comprehensive Literacy Program in the Elementary School*

Chapter 9 *Implementing a Comprehensive Literacy Program in Middle and Secondary Schools*

**October 18** (*No Class Meeting*)

Midterms ( Submit Online)

**October 25** (*Field Experience—No class meeting*)

Topic: Gathering and analyzing diagnostic data

Correlated Reading Assignments:

CUIN 6330: Chapter 5 *Gathering Initial Data*  
*Flynt-Cooter* IRI

CUIN 7331: *Ekwall-Shanker* IRI

**November 1**

Topic: Selecting materials

Correlated Reading Assignments:

CUIN 6330: Chapter 8 *Selecting Materials*

CUIN 7331: Chapter 10 *Selecting and Evaluating Instructional Materials and Technology Resources*

**November 8**

Topic : Selecting techniques

Correlated Reading Assignments:

CUIN 6330: Chapter 7 *Selecting Techniques* & Part Two *The Instructional Techniques*

CUIN 7331: Optional Text—Caldwell, J. S. & Leslie, L. (2009). *Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?* (2<sup>nd</sup> ed.). Pearson.

**November 15**

Topic: The role of the literacy coach

Correlated Reading Assignments:

CUIN 6330: Chapter 9 *Initiatives and Teacher Development*

CUIN 7331: Chapter 11 *Planning Specialists and Literacy Coaches: Leading Growth and Change*  
Chapter 12 *Moving the Field Forward as Leaders and Literacy Advocates*

**November 22** (*Holiday—No Class Meeting*)

Thanksgiving week

**November 29** (*No Class Meeting*)

Final Exam (Submit Online)

**Important Due Dates:**

Midterm Exam due by Oct. 23<sup>rd</sup> (Submit Online)

Diagnostic Reports due by Nov. 29<sup>th</sup> (Submit summary and lesson plans online)

Diagnostic Report Power Point Presentations due Nov. 29<sup>th</sup> (Submit a copy online)