

**Course Syllabus  
Norfolk State University  
Department of Early Childhood/Elementary Education**

**Preparing Competent, Compassionate, Cooperative, and Committed Leaders**

**EED 501- Diagnostic and Prescriptive Reading  
Graduate Credit, 3 Hours  
Fall 2006 Semester  
Tuesdays, 4-7 p.m.**

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Office Hours: Monday, 2-4 p.m.  
Tuesday, 2-4 p.m.  
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## **EED 501- Diagnostic and Prescriptive Reading**

**Three Graduate Credit Hours**

**Tuesday 4-7 p.m.**

### **Course Description:**

This course is designed to provide in-service and pre-service teachers opportunities to acquire a comprehensive understanding of the theoretical, historical, and research base of diagnosis. It is also designed to provide opportunities for in-service and pre-service teachers to apply appropriate procedures in the assessment and correction of reading difficulties. Emphasis will be placed on the use of appropriate tools for analyzing individual student's specific strengths and weaknesses in reading; proficiency in the administration and interpretation of diagnostic instruments; and the importance of selecting appropriate instructional strategies to meet the literacy needs of individual students.

**Prerequisites and Co-requisites:** EED 500G

**Course Rationale:** This course meets the standards proposed by IRA and NCATE to prepare early childhood/elementary teachers to diagnose and remediate reading difficulties.

### **Course Objectives and Learning Outcomes**

Upon completion of this course students will be able to:

1. Discuss the basic concepts and definitions in reading.
2. Identify the causes and correlates of individual differences in reading ability.
3. Assess PK-6 students to identify reading problems, verify reading levels, and to identify specific strengths and weaknesses in reading.
4. Know and apply important principles of instruction for delayed readers.
5. Know and use appropriate strategies to develop word recognition skills, phonics, phonemic awareness, comprehension, vocabulary development, and fluency.
6. Identify and apply appropriate strategies for the severely delayed and the nonreader as well as other learners with special needs.

### **Required Text:**

McCormick, S. (2003). Instructing students who have literacy problems. 4th Ed. New Jersey: Merrill Prentice Hall.

Woods, M.L., and Moe, A. (2003). Analytical reading inventory. 7th Ed. New Jersey: Merrill Prentice Hall.

## **Supplementary Texts:**

Jensen, E. (1998). Teaching with the brain in mind. Alexandria, Virginia: ASCD.

Johnson, P. H. (1992). Constructive evaluation of literate activity. New York: Longman.

Ladson-Billings, G. (1994) Successful teachers of African American students. San Francisco: Jossey Bass.

Hurst, B. Wilson, C., Camp, D. Cramer, G. (2002) Creating independent readers: Developing word recognition skills in K-12 elementary

## **Course Requirements and Academic Integrity:**

1. Attend all class sessions. If a class session is missed, you are responsible for obtaining all lecture notes, handouts, and information from in-class activities. The university policy for attendance is followed. Please refer to the NSU Catalog and Student Handbook.
2. Access to a reliable computer for transmitting documents, emailing, wordprocessing, Internet access, and PowerPoint presentations.
3. Complete all assignments by the due date. Late assignments will only be accepted upon at least a three day notice and prior approval from your instructor. No make up assignments will be allowed without an official excuse from the university and/or prior approval by the instructor.
4. All students must use the email address assigned to them by Norfolk State University.
5. Participate in class discussions.
6. Plagiarism will not be tolerated. Please refer to the NSU Student Handbook regarding policies on plagiarism, honor code, and integrity.
7. A twenty-hour observation and participation experience is required.
8. All assignments are to be completed. Incomplete grades are only given at the discretion of the instruction and only under special and unique circumstances.

**Any student requiring disability services may contact Mrs. Marion Shepherd, Coordinator of Disability Services at 823-2014, Brooks Library, Room 240.**

## Course Outline

| <b>Date</b> | <b>Topic</b><br><b>Text Reading</b>  |
|-------------|--|
| 8/22        | Foundations of Remedial and Clinical Instruction (basic concepts and definitions of reading, types of reading, roles of reading teachers, incidences of reading disability, models of the reading process).  |
| 8/29        | Causes and Correlates of Individual Differences in Reading Ability (physiological factors, heredity, emotional, socio-cultural factors). <b>Journal Article Due Initially This Week and Every Week</b>   |
| 9/5         | Causes and Correlates of Individual Differences in Reading Ability (educational cognitive, language factors)<br><b>Reading Test Critiques Due</b>  |
| 9/12        | Assessment for Identification of Reading Problems (assessment issues, formal versus informal, steps in identification of potential, achievement).  |
| 9/19        | Assessment for Verifying General Reading Levels. (IRIs, Cloze tests, computer-administered tests).   |
| 9/26        | Assessment for Identifying Specific Strengths and Weaknesses in Reading (pre-reading concepts, phonemic awareness, word identification, meaning).  |
| 10/3        | Mid Term Examination<br>Assessment for Identifying Specific Strengths and Weaknesses in Reading (assessing comprehension- metacognition, interest and attitudes, reading rates;collecting information about students- classroom observation, performance, portfolio). <b>Case Study Part I Due</b> |
| 10/10       | Instructional Interventions (importance of remedial and clinical reading instruction)  |
| 10/17       | Word Recognition (knowledge of identification strategies, word meanings, strategies for phonemic awareness, and phonics)   |

|       |  |
|-------|--|
| 10/24 | Comprehension of Narrative and Expository Texts  |
| 10/31 | Fluency  |
| 11/7  | Reading Instruction for Special Populations  |
| 11/14 | Other learners with special needs-illiteracy and functional illiteracy in older youths and adults. |
| 11/21 | Case Studies Part II Due   |
| 11/28 | Review   |
| 12/5  | Final Examination  |

**\*Text assignments correspond to the topics as noted in your textbook.**

### **Methods of Instruction**

**The course will use various modes of instruction including lecture, demonstrations, research, and developing a case study. A twenty-hour observation and participation experience is required.**

### **Related University-Wide and Course Specific Requirements**

**Writing**

**Information Technology Literacy**

**Oral Communication**

**Research**

**Critical Thinking and Analysis**

## Assignments

1. There will be several in-class assignments in which you will be graded. You will need to be present to complete the assignments as make-up assignments will not be given. 25%

2. Select and review one intelligence test, one reading screening test, and one reading diagnostic test using the 14<sup>th</sup> Edition of *Buros Yearbook of Mental Measurements*. This yearbook is located in the reference section of the library. Additional information (the format and style of the review) will be given in class. 15%

3. Each week, select and present an article relevant to reading diagnosis and instruction based upon the weekly topic in the course outline. Oral presentations with audiovisuals and/or a PowerPoint presentation are encouraged. Plan for a 10 minute presentation. Provide handouts for your classmates. Due weekly. 15%

4. Select a child from grades PK-6 for a case study to include diagnosis and prescription. Part I of the case study will be due 10/3. Part II of the case study. Additional information will be given in class. 40%

## Grading Scale

| Grade Point | Letter Grade | % Range      | Criteria  |
|-------------|--------------|--------------|---|
| 4.00        | A            | 100-98       | Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.  |
| 3.70        | A-           | 97-95        | Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.                             |
| 3.30        | B+           | 94-88        | Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.  |
| 3.00        | B            | 87-80        | Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.  |
| 2.70        | B-           | 79 and Below | Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i> |

1. Unless otherwise noted, rubrics will be used to evaluate all assignments. Letter grades will denote the final grade on each assignment.

2. Final grading will be based upon the following assignments and weights.

|  |     |
|--|-----|
| In-class assignments and exercises           | 25% |
| Journal Articles                             | 15% |
| Case Study                                   | 40% |
| Reading Tests Critiques                      | 15% |
| Midterm and Final Examinations/Quizzes/Tests | 05% |

## References

- Allington, Richard. (1983). Fluency: The neglected reading goal. *Reading Teacher*, 37, 556-561.
- Allington, Richard. (2001). *What really matters for struggling readers*. New York: Longman.
- Allington, Richard (2002). *What I've learned about effective reading instruction*. Phi Delta Kappan, 83,740-747.
- Au, K.H. (2000). A multicultural perspective on policies for improving literacy achievement: Equity and excellence. In M. L. Kamil, P.B. Mosenthal, P.D. Pearson, and R. Barr (Eds.) *Handbook of reading research* (Vol. III, pp. 835-851). Mahwah, NJ: Erlbaum.
- American Psychological Association. (1995). *Standards for educational and psychological testing*. Washington, D.C.: Author.
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- Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. *Reading Psychology*, 24, 323-336.
- Blachowicz, C. L.Z. and Fisher, P. (2000). Vocabulary instruction. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, and R. Barr (Eds.) *Handbook of reading research* (Vol III, P. 503-524). Mahwah, NJ: Erlbaum.
- Carroll. M. (2004). *Cartwheels on the keyboard: Computer-based literacy instruction in an elementary classroom*. Newark, DE: International Reading Association.
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- Dole, J.A. (2002). Comprehension strategies. In. B. J. Guzzetti (Ed.) *Literacy in America* (pp. 85-88). Santa Barbara, CA: ABC-CLIO.
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- Gillingham, A. and Stillman, B.W. (1966). *Remedial training for children with specific difficulty In reading, spelling, and penmanship* (7<sup>th</sup> ed.). Cambridge, MA: Educators Publishing Service.
- Glass, C. G. and Glass, E. W. (1978). *Glass Analysis for decoding only: Easy starts kits*. Garden City, NY: Easier to Learn.
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- Leu, D. J. and Leu, D. D. (2000). *Teaching with the Internet: Lessons from the classroom*. Norwood, MA: Christopher-Gorden.
- MacGinitie, W.H. (1993). Some limits of assessments. *The Reading Teacher*, 36, 556-560.
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- National Institute for Literacy (2001). *Put reading first. The research building blocks for teaching children to read*. Jessup: Maryland. [www.nifl.gov](http://www.nifl.gov)
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading Instruction—reports of the subgroups*. [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org).
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