ELE 4880 - Diagnostic -- Prescriptive Reading Instruction -- Spring 2008
Early Childhood, Elementary, and Middle Level Education Department
Eastern Illinois University
Buzzard Hall

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Phone: Office: 217+581-7900  Stop by, or make an appointment
**E-mail: laschroeder@eiu.edu** **Best Contact**

Course Description:
(3-0-3) Diagnostic procedures and materials in reading for teachers in self-contained and
departmentalized classrooms from kindergarten through junior high /middle school. Field-based
experiences

Course Rationale:
This course complements ELE 3280 – Developmental Reading in the Elementary School in
that it provides future teachers with the knowledge, skills, strategies, and theories necessary to
assess and enhance reading instruction within the regular classroom.

Prerequisites: ELE 3281 for Early Childhood Option; ELE 3280 for General and Middle School
Options; or permission of department chair. University Teacher Education requirements apply and
department requirements for enrollment must be met.

Course Goals:
The overall goal of this course is to provide teacher candidates with the knowledge and
skills necessary to assess students’ reading ability and plan and implement instruction that will
enable all students to read. Emphasis will be placed on understanding how students read,
assessing student reading abilities using informal methods, and selecting and implementing
research-based strategies for enhancing students’ reading achievement. Teacher candidates will
be made aware of factors that support student learning or place students “at risk” [economic,
cultural, social, incompatible teaching methods) and ways to manage these factors in the
classroom.

This course is required for elementary education teacher candidates enrolled in Early
Childhood and Elementary Education. It is an encouraged option for General Education or Middle
Level candidates and Special Education majors.

Resources
*Information packet available from Copy Express which students need to purchase [~$4]

Rubin, D. & Opitz, M. F. (2007). Diagnosis and Improvement in Reading Instruction (5th ed.).
Boston: Pearson/Allyn and Bacon.
Roe, B.D. and Burns, P.C. (2007). Roe/Burns Informal Reading Inventory (7th ed.). Boston
Houghton Mifflin.

Use of WebCT is strongly encouraged for accessing supplemental information and
submitting assignments; CHECK it FREQUENTLY

*Journals from professional organizations are available through Booth Library [including, but not
limited to: Language Arts, Journal of Adolescent & Adult Literacy, Reading Teacher, Reading
Research Quarterly

Performance Outcomes for the ELE 4880 Courses at EIU:
As a result of taking this course, students will be able to:

- select, administer, score, and interpret a variety of informal assessments in reading.
- write a case study based on a practicum student, profiling strengths and weaknesses in reading and
recommending specific instructional strategies to help the individual student improve.
Specific Outcomes/Goals for This Class
Teacher candidates who successfully complete this course will be able to:

- select goals for students and developmentally appropriate methods to enable them to achieve these literacy goals
- create in students a desire to read for information and enjoyment
- use basic concepts of measurement and informal assessments to understand students’ abilities and guide instructional decision-making
- understand and be able to use a variety of interventions to enable all students in the class to be successful readers and writers
- provide for the uniqueness of individuals—recognize the characteristics of culturally pluralistic and “at risk” populations and foster appreciation for those differences through appropriate and differentiated instruction
- assess web-based and textual information for accuracy
- model appropriate professional behavior…ethical, legal, social, and moral
- demonstrate a mastery of the basic skills in language arts,
- explore the advantages and the possibilities of integrating language arts in content areas
- use technology to enable students to acquire and share knowledge in an increasingly complex and information-rich society

Changes may be made to this Syllabus at any time; at the teacher’s professional discretion. Notification will be made in class and/or via WebCT

Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 217-581-6583 and/or discuss it with the instructor.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Professionalism: Schroeder's silver rule: “Credit others as you would like to receive credit.” Plagiarism is illegal. Identify the source, or create your own work! If you use more than three words in a row from someone else, you MUST use quotation marks and identify the source.

Show respect for the teacher and your classmates. Be on time; limit visiting to before and after class; turn off cell phone ringers and leave them out of site. If you know you must leave early, sit near the door. If laptop computers are brought to class, they should be used ONLY for taking class notes. Simply, show the respect you want when you teach.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. Points may be deducted for errors in written work submitted for a grade and/or you will be asked to correct and resubmit the assignment. Professionals are models for students.

Attendance: If an illness prevents you from attending class, please ask a classmate to share notes with you, and pick-up handouts. Check WebCT for information. E-mail any missed assignments to the teacher as soon as possible. If you still have questions, use office hours or email to contact the teacher. If it is an extended illness or emergency notify teacher by E-mail or phone as soon as feasible to make arrangements.

Course Requirements: Points *Tentative Due Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Active Participation in Class</td>
<td>45</td>
<td>On-going</td>
</tr>
<tr>
<td>Journal/Class Log</td>
<td>25</td>
<td>On-going</td>
</tr>
<tr>
<td>Description of “best teacher”</td>
<td>15</td>
<td>Jan. 14</td>
</tr>
<tr>
<td>Current Event Presentation</td>
<td>10</td>
<td>Sign-up</td>
</tr>
<tr>
<td>Two Journal Article Reviews &amp; sharing of one</td>
<td>55</td>
<td>Jan. 16; Jan. 28</td>
</tr>
<tr>
<td>Sample lesson using scribing and/or modeling</td>
<td>20</td>
<td>Feb. 4</td>
</tr>
<tr>
<td>Mini-Lessons (2) - read aloud and skill lesson</td>
<td>40</td>
<td>TBA</td>
</tr>
<tr>
<td>Plan for Differentiated Instruction</td>
<td>50</td>
<td>*Feb. 18</td>
</tr>
<tr>
<td>Case Study of a Struggling Reader</td>
<td>100</td>
<td>Draft - as soon as completed with student</td>
</tr>
<tr>
<td>Test #1 [point total may be adjusted for tests]</td>
<td>60</td>
<td>*Mar.3</td>
</tr>
<tr>
<td>Parent Contact - Newsletter</td>
<td>25</td>
<td>[Part of final test grade]</td>
</tr>
<tr>
<td>Test #2 [May include a “do-at-home component”]</td>
<td>65</td>
<td>Monday, April 28, 10:15 AM</td>
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<tr>
<td>Total</td>
<td>500</td>
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*Dates are tentative because Practicum Scheduling was not complete when this was written. Points will be deducted for late assignments, unless cleared with teacher before the due date.
Grading Scale: [Percent - Letter]

100 – 93% = A  
92 – 86 = B  
85 – 76 = Correct & Return  
Below 76 = Do over

* Low quality work should be redone & resubmitted  
[Redone score may be averaged with original]

**Please, keep a running total of your own grades. Good practice for teaching**

Assignment Overview

Exact Dates Will be on WebCT and/or Announced in Class

Class Participation is Essential (~2 points/class):
Purpose: * to enhance teacher candidate learning and the classroom climate. As a teacher you will expect your students to be actively involved [but not tooo physically active] in the class because you know that helps them learn. This is expected of you in this class. Frequent tardiness will affect points. All assignments should be completed before coming to class [that includes assigned reading/ studying of assigned material.]

Journal / Class Log (25 points):
Purposes: * provide experience with several uses of a journal; aid in remembering course information, & provide communication with the teacher. Assignments may relate to readings, in-class presentations, and/or short activities to enhance learning. Drop quizzes are in this category.

“Best” Teacher Description (15 points): Due beginning of 3rd class
Purpose: *reflect on characteristics of a good teacher. In a 1-2 page narrative, describe your favorite or best teacher. Include characteristics of that teacher which made him/her memorable. Identify three traits in your closing paragraph. Write using conventional grammar and spelling.

Current Event Presentation (10 points):
Purposes: * stay current, * experience direct teaching & summarizing, * learn from others, and * reflect on news related to literacy. Select a current event item that is relevant to ELE 4880. Report orally [2-3 minutes maximum] on news item and how it relates to teaching. Please submit the source of information and date [3x5 note card is fine] the day you present. Think short and accurate on-the-hour breaking news; clear, planned summary [4 pts], accurate information [3 pts], & related to teaching reading [3 pts.].

Two Journal Article Reviews (20 points each; presentation 15 points)
Purpose: * explore and share sources of research based information regarding helping/enabling readers who are struggling; identify sources for future use. Reviews may be submitted via Web CT. Presentation date of key ideas depends on top.
Write a summary of and reflection on an article on helping students for whom reading is a challenge. Use a professional journal published 2000 or later. Examples of Journals: The Reading Teacher, Journal of Adolescent & Adult Literacy, Reading Research Quarterly, Language Arts. Journals from Special Education, ACEI, NAEYC, etc. are also possibilities.
For written report include: [total written length 1-2 pages]

a. the complete citation using APA [or MLA] style. For on-line, complete articles include: “Electronic version” at the end. If the article does not have all this information, include the complete URL and date retrieved (2 pts.)
b. Write an accurate, original summary of the main ideas of the article. (8 pts.)
c. Your Reaction to/Reflection on article and how you might use with students (8 pts)
d. Writing conventions: clear message, no-typos, great grammar, etc. (2 pts or redo)
e. Teach one article to the class, date and choice depending on the topic.

Teach key ideas of one of the articles. Include something visual, auditory or kinesthetic to help all students remember the information. Time limit ~ 5 minutes.

Scribing / Modeling Lesson [25 points] Due Date: TBA
Purpose: * Experience modeling a lesson involving the teacher as scribe (writer) in front of class or model a reading/writing topic as a mini-lesson [think commercial]. Topics will vary with opportunity to adjust lesson to a preferred age group. Lesson may be for a small group [guided reading] or whole class.
Mini-Lessons [20 points each for total of 40 points] On-going
Purpose: *directly teach a specific, essential language arts strategy in a short creative way. One topic will be assigned, one is your choice. More details in class.

Unit Plan for Differentiated Teaching in a Content Area [50 points]
Due: TBA in February
Purpose: * guided practice for planning a short unit incorporating differentiated instruction for reading resources, methods, responses, and unit assessment. Included will be goals and objectives for the multiple-day lesson and a completed chart of suggestions for reading resources, reading methods, and assessment. Guidelines will be provided. This is not a set of lesson plans; it is the over-all plan for differentiation within a unit.

Case Study [100 points]
Purpose: *to carefully record and analyze the decoding and reading comprehension abilities of a struggling reader. Then, plan for further teaching to enhance students reading ability. Specific directions and examples for this mini-case study will be distributed in class. Based on what we study in class, you will need to spend three or more short sessions with a challenged reader, age 7 to 12 years old. This includes an *interest inventory, *word list, *oral reading miscue analysis *oral & silent reading and *listening comprehension checks and analyzing a sample of student’s writing and composing abilities. Major information source: Informal Reading Inventory by Roe & Burns. Based on this inventory, you will recommend teaching and learning strategies that could be used to encourage and assist the reader. The write-up will be in a case study format to show your comprehensive knowledge. More details later!

Parent Contact - [Newsletter to Parent - 25 points]
Purpose: to have experience in making written contact with parents; explaining and adapting a reading intervention in terms parents can understand.
*Write and design a one page newsletter to go home to parents. In it include ideas for helping a child to be a better reader.

Examinations [Mid-term and Final]:
Purpose: *to synthesize information learned in this class and *to assist in committing essential information to memory. These will be a combination of objective items with short essay questions, visual representations and/or performance assessments. Information sources will be all class activities—lectures, notes, peer and teacher presentations, internet information, recommended resources, etc. They're comprehensive and classroom teacher oriented.