ELE 4880 DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION—SPRING 2008

Credit Hours: 3-0-3 Section 002 and 004  
Instructor: Helen Wood  
Office: Room 1325 (first floor, west end in Reading Center of Buzzard)  
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Class Room/Time: Tuesday and Thursday Buzzard--2440  
Section 004  8:00-9:40  Section 002  10:00-11:40  

Unit Theme: EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, STRATEGIES, SOCIETIES and TECHNOLOGIES.

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

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

Course Rationale: This course complements ELE 3280 (Developmental Reading in the Elementary School) and ELE 3281 (Developmental Reading in Early Childhood) in that it provides future teachers with skills, strategies, and theories necessary to provide corrective teaching within the regular classroom.

Learning Model: The information-processing model and/or social systems model (ecological) Joyce, Weil & Showers, 1992)

The information-processing model enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

The social systems model (ecological) is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps
the students find and organize information, and ensures a vigorous level of activity and disclosure (i.e., through cooperative learning, group inquiry/investigation, evaluation practice, interdisciplinary approach, role playing, problem solving, research and peer coaching).

Textbooks:

Course Goal: The overall goal of this course is to provide future teachers with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials of reading instruction within the regular classroom, from kindergarten to junior high/middle school. Emphasis will be based on understanding how students learn to read, strategies for improving an individual student’s reading achievement, and how to become an informed diagnostic-prescriptive teacher of reading. Future teachers will be made aware of factors that support student learning or place students “at risk” and some ways to manage these variables in the regular classroom.

Standards Relevant to ELE 4880
- Illinois Professional Teaching Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10, & 11
- Illinois Technology Standards: 2, 3, 5, 6 & 8
- Illinois Language Arts Standards: 1, 2, & 3
- NAEYC Standards: 1, 2, 3, 4 & 5
- ACEI Standards: 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2, 5.3, & 5.4

Performance Outcomes:

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

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Course Requirements:
- Current Event 10 points
- Technology Project: Reading Website Exploration 25 points
- Children’s Books Projects (3) 30 points
- Article Review (Professional Reading Journal) 30 points
- Language Experience 30 points
- Mini-Case Study 125 points
- Two tests (100 points each) 200 points
- Participation 50 points

TOTAL POINTS—500 points
Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions and the completion of the Case Study.

GRADING SCALE

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LATE ASSIGNMENTS: Assignments will not be accepted late unless prior approval by teacher. (One point will be deducted for each class day for which the paper is late). Rubrics will be given and explained BEFORE the assignment is due. All late assignments must be submitted by the last day of class for the semester (PRIOR TO FINAL’S WEEK). The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.

INSTRUCTIONS FOR COURSE ASSIGNMENTS

CURRENT EVENT--10 points
Select a current news article relating to reading. Write your short summary on a 3 x 5 notecard with the source in APA form and date. This could be from a newspaper, magazine, television or radio. Present your article orally to the class. Hand in the card after presentation.

TECHNOLOGY PROJECT: READING WEBSITE EXPLORATION—25 points
To become acquainted with some web sites, use the Internet to find the following:
1. Information about the International Reading Association—short summary
2. A list of five quality trade books at your preferred grade level—APA form
3. Information about a published author of children’s books—short summary
4. Three useful ideas for teaching literacy—listing the ideas
5. Two good ideas for promoting parental involvement—short summary

HAND in ALL Internet information fact sheets (five bonus points). HAND in a one page summary of your information—short paragraphs for IRA and author, list trade books in APA form and lists of #4 and #5. LABEL each section.

CHILDREN’S BOOKS (3)—30 points
Purposes of assignment:
To broaden your knowledge of outstanding literature for children
To provide an array of meaningful response activities for use in the classroom
MULTICULTURAL—choice from activity list; HISTORICAL—poem; NEWBERRY/CALDECOTT—Mind Map. After choosing and reading the desired grade-level book, an activity will be completed.

PROFESSIONAL ARTICLE REVIEW—30 points
Choose a professional journal article about reading/education which has been written in the last two years (this is to be from a journal, not the Internet). Give the complete citation in APA
form at the TOP. Write a 3/4 double-spaced typewritten summary of the article. At the end write a short paragraph giving your reaction to it.

LANGUAGE EXPERIENCE—30 points (manuscript 15 points/final booklet 15 points)
Purposes of assignment:
   To have you experience the personal relevance of the language experience approach
   To have you write reflectively on some aspect of your personal life or experiences
Choose a real life topic that is meaningful to you. This will be YOUR real story—not a children’s story. One page double-spaced story/text is desired. The story/text will be handed in for me to edit, and then you will re-type the ENTIRE story and put it into some type of booklet with a decorative cover. Include photos, graphics, illustrations, etc. Some suggested topics: an unforgettable experience, a person you admire, a hobby, a sport, an interest, a pet, an interview of a family member about an earlier time period, a personal reflection, etc. The writing should be informational and reflective in nature. DO NOT USE captions.

MINI-CASE STUDY—125 points
   The guide and other sheets will be handed out later.

TWO TESTS—100 points each consisting of objective items and a few short essay questions. Test One will be given close to mid-term. Test Two will be the final exam. The tests include materials from lectures, class activities, Case Study materials, discussions, and text assignments. The final test will not be comprehensive.

PROFESSIONALISM is expected. Attendance is very important. If you are unable to attend class, please send assignments with a classmate, have them take notes for you and pick up hand-outs. Good grammar, mechanics, spelling and correct sentence structure is expected in any written work.

SPECIAL ACOMMODATIONS: If you have a documented disability and wish to receive academic accommodations or services, please contact the office of Disability Services.

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

NOTE: For those classes with LiveText or Practicum:
If the portfolio or LiveText requirements are rated, by the instructor, to have been completed in less than a satisfactory manner, then no more than a “D” may be earned in the class regardless of the number of points earned.