ELE 5610: Remediation of Reading Problems

Credit Hours: 3 semester hrs.
Prerequisites: ELE 3280, ELE 3281 or permission of department chair.
Instructor: Dr. Linda M. Reven
Office: BB 2209 e-mail: lmreven@eiu.edu
Office Hours: Monday & Wednesday 9:00-10:00 a.m.; Tuesday & Thursday 3:30 – 4:30 a.m.; or by appointment
Phone: Office - (217) 581-7883; Home - (217) 348-5952
Class Meetings: The class is scheduled on Tuesday evening from 4:30 – 7:00 p.m.

Course Description: Strategies and materials for remediation of reading problems for teachers, clinicians and supervisors (3-0-3).

Course Goal: This course builds on ELE 5600 as the students learn to use diagnostic information as a basis for planning remedial instruction in reading.

Purpose of the Course: This course is designed to provide an understanding of the practices, procedures and materials which are useful in correcting or remediating reading deficiencies. The course partially fulfills an Illinois state requirement for the reading teacher endorsement.

Learning Model: The information-processing model (Joyce, Weil & Showers, 1992) 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.

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

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

Outcomes For All Graduate ELE Classes: The assumptions for graduate courses will be drawn from and build upon the College of Education knowledge base. The Master Teacher/Curriculum Specialist will be able to:
1. Demonstrate the professional competence to analyze, propose, and defend educational policy in appropriate educational forums (e.g., oral presentations, position papers, literature reviews, research and grants).
2. Describe past and current historical, philosophical, sociological and psychological trends, issues and events in education.
3. Relate research to the world of practice.
4. Demonstrate a commitment to life long learning.

Outcomes Specific To This Course (ELE 5610): The Master Teacher/Curriculum Specialist will be able to:
5. Synthesize knowledge gained from published research in education on curricular, instructional, and legal issues.
6. Engage in reflective inquiry about program and practice.
7. Apply knowledge gained from published research in education to current curricular, instructional, and legal issues.
8. Design programs, curriculum, and strategies based on the current body of professional research and best practices.
9. Demonstrate commitment to the profession (e.g., involvement in professional organizations, community activities, and participation in policy decision making at the local/regional level).
10. Identify and explain philosophical, sociological, and psychological perspectives/models that under gird curricular and instructional approaches.
11. Assess, plan, implement, and evaluate curriculum and instructional programs.
ADDITIONAL INFORMATION:


Additional supplemental readings will be made available during the semester.

B. **Examinations:** Two tests consisting primarily of objective items with a few short essay questions will be administered to assess student understanding of course content. The tests treat text assignments, class activities, lectures and audio-visual materials used. (Each exam is worth 150 points.)

C. **Assignments:** Specific guidelines for the written assignments/projects will be provided as the semester progresses.

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<tr>
<th>Dates</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Test One</td>
<td>150 pts.</td>
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<tr>
<td>March 4</td>
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<tr>
<td>Test Two</td>
<td>150 pts.</td>
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<tr>
<td>TBA</td>
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<tr>
<td>Article One</td>
<td>30 pts.</td>
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<tr>
<td>Feb. 12</td>
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<tr>
<td>Article Two</td>
<td>30 pts.</td>
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<td>April 8</td>
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<tr>
<td>(One Article)</td>
<td>15 pts.</td>
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<td>TBA</td>
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<tr>
<td>30 pts.</td>
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<td>TBA</td>
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<tr>
<td>20 pts.</td>
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**NOTE:** Class attendance and participation are required in the course. Ten points will be deducted for each unexcused class absence.

D. **Late Assignments:** Late papers will be accepted, but will result in a point deduction which reflects the tardiness of the assignment. (One point will be deducted for each day for which the paper is late.)

All assignments must be submitted by the last day of class for the semester (i.e., prior to the beginning of finals week).

E. **Evaluation:** Evaluation of student progress will be on the basis of the written examination, course assignments and class contributions. A total of 425 pts. is possible in the course and grades will be assigned based on the percentage of total points a student earns. The following grading scale will be employed.

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>391-425</td>
<td>A (92 -100%)</td>
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<tr>
<td>348-390</td>
<td>B (82 -91%)</td>
</tr>
<tr>
<td>306-347</td>
<td>C (72 -81%)</td>
</tr>
<tr>
<td>263-305</td>
<td>D (62 -71%)</td>
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<tr>
<td>262 and below</td>
<td>F (61% and below)</td>
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ELE 5610
REMEDIATION OF READING PROBLEMS
COURSE OUTLINE

| * Denotes Knowledge Base References |

I. Remediation and the Diagnostic Model (Three Sessions)

A. Basic Principles of Remediation of Reading Deficiencies
   1. Knowledge of the Reading Process
   2. Scope/Sequence of Reading Skills
   3. General Characteristics of Remedial Teaching
B. Diagnostic Model of Remedial Instruction
   1. Diagnostic Instruction
   2. Principles of Effective Motivation
   3. An Individualized Reading Instruction Program
C. Clinical and Classroom Implications of the Diagnostic Model of Remedial Instruction

Textbook: Jennings, Caldwell, and Lerner: Chapters 1, 2 & 6

Suggested Readings:


II. Correction of Specific Reading Problems  (Six Sessions)

A. Word Identification Skills
   1. Development of Word Identification Skills
      a. Terminology
      b. Methodological Concerns
   2. Remedial Procedures for Deficiencies in Word Identification Skills
      a. Specific Word-Recognition Problems
      b. Materials for Improving Word-Recognition Skills
      c. Word-Recognition Methods for Severe Disabilities

B. Comprehension
   1. Development of Reading Comprehension
      a. Vocabulary Development
      b. Developing Levels of Comprehension
      c. Key Factors in Reading Comprehension
   2. Remedial Procedures in Reading Comprehension
      a. Developing Specific Comprehension Skills
      b. Overcoming Deficiencies in Comprehension
      c. Materials for Developing Comprehension

Textbook: Jennings, Caldwell, and Lerner: Chapters 7, 8, 10, 11, & 13

Suggested Readings:


Association.


**III. Meeting Individual Needs---Diversity In The Classroom** (One Session)

A. Fostering Reading Interests and Tastes
   1. Implementing Knowledge About Reading Interests
   2. Affective Factors
B. Exceptional Children in the Classroom
C. Language Diversity

1. Adjusting to the Needs of Dialect, Limited-English, Non-English Speakers

Textbook: Jennings, Caldwell, and Lerner: Chapters 14, & 15

Suggested Readings:


IV. Enhancing Flexibility in Purpose and Rate of Reading (Two Sessions)

A. Study Skills, Habits and Attitudes Associated with Reading Instruction

1. Content/Subject Area Instruction for Disabled Readers

2. Improving Study Habits
B. Increasing Fluency and Rate in Reading
   1. Eliminating Reading Behaviors That Tend To Produce Slow Reading
   2. Direct Practice to Increase Reading Rate

Textbook: Jennings, Caldwell, and Lerner: Chapter 9 & 12

Suggested Readings:


V. Implementation of the Remedial Program (Three Sessions)

Textbook: Jennings, Caldwell, and Lerner: Chapter 16

Suggested Readings:


Hedrick, W. B. & Pearish, A. B. (1999). Good reading instruction is more important than who provides the instruction or where it takes place. *Reading Teacher, 52*(7), 716-726.


