

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER
EDUCATION
REJOINDER COVER SHEET**

SUBMITTED TO: International Reading Association
(Name of Professional Association)

SUBMITTED BY: Loyola College in Maryland
(Name of Institution)
4501 N. Charles Street
(Address)
Baltimore, MD 21210
(Address incl. city, state, zip)

INSTITUTION VISIT DATE: Spring 2002

DATE: September 15, 2001

CHIEF COMPILER: Dr. Robert Peters, Adjunct Assistant Professor of Education
(Please include title.)

PHONE & FAX NUMBER: (410) 617-5191; (410)617-5097

E-MAIL ADDRESS: rpeters@loyola.edu

Which programs are addressed in this rejoinder?

Program: Reading Specialist

Degree Level: Masters

Checklist of materials to be enclosed with this rejoinder:

- X Copy of latest (most recent) critique for each program being rejoined.
- X Response to each guideline/competency not met as stated in the critique.

If there is evidence that the guideline/competency should have been met, the appropriate documentation should be appended. Or provide an explanation and appropriate documentation of how the guideline/competency is now met.
- X Response to each cited program weakness (if applicable).

If there is evidence to suggest that the cited weakness does not exist or has been strengthened, the appropriate documentation should be appended.
- X Appendices that support any requests for reconsideration of the professional association's judgments. *(The appendices should be cross-referenced to the main text of the rejoinder.)*

TABLE OF CONTENTS

Section I: Most Recent Program Critique.....	p. 3
Section II: Response to Critique.....	p. 6
Section III: Appendix A New Syllabus.....	p. 9
Section IV: Appendix B Revised Matrix.....	p. 14
Section V: Appendix C Revised Syllabi.....	p. 25

Section I
Most Recent Program Critique

NCATE
Compliance with Specialty Guidelines

Professional Organization: International Reading Association

Institution Submitting Program: LOYOLA COLLEGE, BALTIMORE, MD

Program: M.Ed. in Reading, Reading Specialist, Role 6

Date of Review: 12/05/00

Degree Level(s): Advanced Masters

GUIDELINES/COMPETENCIES NOT MET:

* Although RS 723 Language Development is included, its equivalent, RS 720 Human Growth & Development, a required course listed on the advising sheet (Appendix B), is not included in the Program Standards and Matrix at all. It is not assigned to any specific faculty member, nor is its syllabus included in the program review.

* The matrix does not match competencies. Fourteen (14) B level competencies that should be C level, which are: 2.12, 3.5, 12.1, 12.3, 13.1, 13.5, 13.6, 14.3, 15.1, 15.2, 15.4, 16.3, 16.4, and 16.5

* Missing bibliography for the following two courses: RS 758 Practicum in Reading and Written Expression and RS 759 Current Issues in Reading and Language Arts. The bibliography section of some syllabi needs to be strengthened and updated.

* Unclear regarding who is responsible for the reading program, sometimes it is referred to as a Reading Department.

* Unclear who is responsible for supervising the Reading Practicum.

* Practicum needs to be 6 hours. (See page 6 of Standards)

* Overview and Scope sections run together without headings.

* Vague description of field experience.

PERCEIVED PROGRAM STRENGTHS:

2.10, 2.11, and 14.1

PERCEIVED PROGRAM WEAKNESSES:

- * Although the adjunct faculty seems to all have the reading background, the number is disproportionate with only one non-tenured position and 7 adjuncts out of a faculty of 8 members. There is an active search for a tenure track, full-time associate professor position.
- * RS 744, 600, 510, 723- Prerequisites are missing on syllabi.
- * A number of courses do not use basic text.
- * Some courses list goals and objectives with specific content.
- * Detailed syllabus is the content outline. Semester schedule is missing. (Detailed content is a plus, but it needs to be put into a schedule so that the content and assignments are clearly described.)

OTHER COMMENTS:

- * In addition to the expectations of the IRA, the syllabus is a contract between the student and the instructor and needs to clearly indicate what is expected. More importantly, however, the syllabus is the stabilizing factor that standardizes the course and provides the minimum criteria that must be part of the course. No matter who teaches the course or when it is taught the syllabus provides the information to see that the course also includes the necessary components in order to fulfill objectives assigned to it by the program area or department. Consequently, evidence of detailed weekly activities must be evident in the syllabus.

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (i.e., has the institution adequately met the specialty guidelines?): No.

Program(s) in Compliance: N/A

Program(s) NOT in Compliance: Loyola College's M.Ed. in Reading Program (IRA's Reading Specialist, Role 6) is NOT in compliance, not nationally recognized.

Additional Information Needed to Determine Compliance: See weaknesses and comments sections.

If a second review of the program folio is requested by the institution, how many copies of the rejoinder should be submitted? Five

Section II
Response to Critique

NCATE
Compliance with Specialty Guidelines

Professional Organization: International Reading Association

Institution Submitting Program: Loyola College, Baltimore, Maryland

Program: M.Ed. in Reading, Reading Specialist, Role 6

Previous Date of Review: 12/05/00

Degree Level: Advanced Masters

Guidelines/Competencies Not Met:

1. RS 720- Human Growth and Development

A syllabus for RS 720 is now included (Appendix A) for review from Dr. Bradley Erford, a tenured associate professor in the Guidance and Counseling Program. Competencies have been added to the original matrix (Appendix B) for 3.1; 3.4; 4.1; 4.4; 10.2; 12.2; 14.1 and 16.3.

2. The matrix does not match all competencies.

Upon further self-study of the program, the fourteen B level competencies from the original matrix have been changed to C level competencies. The updated matrix is contained in Appendix B.

3. Missing bibliography for RS 758 (Practicum in Reading and Written Expression) and RS 759 (Current Issues in Reading and Language Arts).

Bibliographies have been added both courses. Additional bibliographies have been strengthened and updated. All revised syllabi are contained in Appendix C.

4. Unclear regarding who is responsible for the reading program. Sometimes it is referred to as a Reading Department.

The original narrative submitted erroneously referred to the Reading Specialist Program as the Reading Department on several occasions. The

Reading Specialist Program is one of several graduate programs offered within the Education Department of Loyola College.

5. Unclear who is responsible for supervising the Reading Practicum.

Dr. Robert Peters and Dr. Bernard Keene supervise the Reading Practicum. Dr. Peters has supervised the Reading Practicum for twenty years and Dr. Keene for ten years in his capacity as an adjunct assistant professor. For new admissions to the Reading Specialist Program as of September 1, 2001, the Reading Practicum will be six credit hours.

6. Vague description of field experience.

Approximately 90-95% of the students enrolled in the Reading Specialist Program are currently full time teachers in the public and/or private school systems in the Baltimore metropolitan area. Therefore, the field experience component of the Reading Specialist Program is the five week Reading Practicum that serves to link theory and practice in a clinical and performance based setting. This field experience component is always conducted during the months of June and July.

Perceived Program Weaknesses:

Faculty: A search was advertised and completed during the previous academic year for both a tenured track assistant professor position and for a tenured track associate professor position. Although many potential candidates applied and completed interviews, these two positions remain open with active researches in place for the current academic year. Dr. Debby Deal, tenured track assistant professor, did join the Education Department during the previous academic year and is currently teaching one section of ED 600.

Prerequisites for Syllabi: The prerequisites for ED 600, RS 510, RS 723 and RS 744 have been included and these revised syllabi are contained in Appendix C.

Textbooks: All syllabi now contain required textbooks or the completion of a testing manual. Appendix C contains revised syllabi.

Format of syllabi: Those syllabi originally submitted listing goals and objectives with specific content have been reformatted in order to separate the competencies from the content of the syllabi. Also, those syllabi not including a detailed weekly schedule have been revised in order to establish and to clarify the contract and expectations between the student and the instructor.

Section III
Appendix A
New Syllabus

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS720 Human Growth and Development (3 credits)
INSTRUCTOR: Bradley T. Erford, Ph.D.
SCHEDULE: Fall 2001
Prerequisite: None

COURSE DESCRIPTION/OVERVIEW

A study of human development throughout the lifespan. Marriage, aging, and other processes are examined developmentally. Considers both normal and abnormal processes.

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate awareness of:

1. the generic factors that influence human growth and development
2. the environmental factors that influence human growth and development

Students will demonstrate a basic understanding of:

3. the methods of research commonly used in the study of human development
4. the major developmental theories of counseling diagnosis
5. the major developmental theories of counseling treatment
6. the nature of addictions in schools
7. how to intervene in addictions in the schools
8. the complicated process of death and grieving
9. family developmental models in resolving problems

Students will demonstrate the ability to:

10. apply knowledge of the physical, cognitive, language, social and emotional realms as each contributes to human growth and development at each developmental period between levels (prenatal to old age)
11. apply knowledge of the physical, cognitive, language, social and emotional realms as each contributes to human growth and development at each transition between levels (prenatal to old age)
12. compare and contrast the normal development of children with the development of exceptional children (3.1, 3.4, 4.1, 10.2, 12.2)
13. apply techniques to intervene with grieving children, adolescents and adults
14. apply family developmental models in resolving problem (16.3)
15. integrate ACA ethics into an understanding of developmental school counseling practices (4.4, 14.1)

REQUIRED READINGS

1. Kaplan, P.S. (1998). The human odyssey: Lifespan development (3rd ed.). Pacific Grove, CA: Brooks/Cole.
2. American Counseling Association (1995). Code of Ethics and Standards of Practice. Alexandria, VA: Author.

REQUIREMENTS/ASSIGNMENTS

1. Required Readings from Texts
Each student is expected to read assigned chapters prior to the class meeting for which it is assigned.
2. Midterm and Final Exam
Each student will be responsible for completing a midterm and final examination, each worth 100 points. The examinations will be comprised of a combination of multiple choice, and/or essay questions. Information from all assigned readings and lectures may be included in the exams. Each exam accounts for 33.3% of the final grade. Make-up examinations will only be given in the event of an emergency. It is the responsibility of the student to contact the instructor PRIOR to the examination and arrange for the completion of a make-up examination before the next class session. Failure to complete an examination will result in receipt of zero points for the missed examination.
3. Paper
Each student will be expected to write a research paper reviewing an area of literature related to human growth and development. Each paper must utilize a minimum of 15 professional journal articles and text references and conform to APA style. The topic must be approved by the instructor. The paper must be approximately fifteen pages in length. The paper is due on or before the 12th class meeting. One-half of this grade will reflect quality and presentation of content. The remaining half reflects adherence to APA style and writing skill. The sample paper included in the note packet may serve as a general guide and we will review the parameters of APA style for a review paper during class #4.
4. Attendance and Participation
Each student is expected to attend all class sessions. Missing more than one class will result in the lower of a student's final grade. Each student is expected to participate in detailed discussions of the assigned topics.

EVALUATION SYSTEM

1. Midterm Exam - 33%
2. Paper – 33%
3. Final Exam – 33%

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C = 70-79

F = <70

SCHEDULE OF CLASSES AND TOPICS

Class	Date	Topic	Chapters
1	Sept 17	Attendance, Syllabus, Introduction to Human Development Research Methods in Human Development Theories of Human Development	1-2 ACA Ethics
2	Sept 24	Theories of Human Development	2
3	Oct 1	Theories of Human Development	2
4	Oct 8	APA Style, Theories of Human Development	
5	Oct 15	Genetics, Heredity, and Environment Prenatal Development	3-4
6	Oct 22	Infancy and Toddlerhood	5-7
7	Oct 29	MIDTERM EXAM Early Childhood	8-9
8	Nov 5	Early and Middle Childhood	10-11
9	Nov 12	Adolescence	12-13
10	Nov 19	Adolescence and Young Adulthood PAPER DUE	14-15
11	Nov 26	Young and Middle Adulthood INDEPENDENT PROJECT DUE	16-17
12	Dec 3	Late Adulthood and Old Age	18-19
13	Dec 10	FINAL EXAMINATION Addictions Good Grief	

Recommended journals for additional reading and advanced study:

- Adolescence
- The School Counselor
- Professional School Counseling
- Journal of Counseling and Development
- Child Development
- Addictive Behaviors
- Advances in Child Development and Behavior
- Journal of Developmental Education
- Journal of Learning Disabilities
- Young Children
- ☒ Human Development
- ☒ Developmental Psychology
- International Journal of Aging and Human Development

Recommended texts and articles for additional reading and advanced study:

1. Berk, L.E. (1996). Infants, children and adolescents (2nd ed.). Boston: Allyn and Bacon.
2. Carter, B., and McGoldrick, M. (1988). The changing family life cycle (2nd ed.). New York: Gardner Press.

3. Conger, J.J., and Peterson, A.C. (1984). Adolescence and youth: Psychological development in a changing world (3rd ed.). New York: Harper and Row.
4. Craig, G.J. (1996). Human development (7th ed.). Upper Saddle River, NJ: Prentice Hall.
5. Craig, G.J., and Kermis, M.D. (1995). Children today. Englewood Cliffs, NJ: Prentice Hall.
6. Davis, K. (1996). Families: A handbook of concepts and techniques for the helping professional. Pacific Grove, CA: Brooks and Cole.
7. Gardner, R.A. Understanding children: A parent's guide to child rearing. NJ: Creative Therapeutics.
8. Hardman, M.L., Drew, C.J., and Egan, M.W. (1984). Human exceptionality: Society, school and family. Boston: Allyn and Bacon.
9. Hughes, F.P. (1995). Children, play, and development. Boston: Allyn and Bacon.
10. Kurtines, W.M., and Gewirtz, J.L. (eds.) (1984). Morality, moral behavior, and moral development. New York: Wiley-Interscience.
11. O'Connell, A., and O'Connell, V. (1980). Choice and change (rev.). Englewood Cliffs, NJ: Prentice Hall.
12. Rice, F.P. (1995). Human development: A lifespan approach (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
13. Salkind, N.J. (1994) Child development (7th ed.). New York: Harcourt Press.
14. Turner, J.S., and Helms, D.B. (1991). Lifespan development (4th ed.). Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.
15. Wadsworth, B.J. (1996). Piaget's theory of cognitive and affective development: Foundations of constructivism (5th ed.). White Plains, NY: Longman.

For additional sources, use the references listed in your texts.

Section IV
Appendix B
Revised Matrix

Program Standards and Matrix
Specialized Reading Professional
 International Reading Association

<u>X</u> Role 6 ___Role 7 ___Role 8	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
Program Standards		
KNOWLEDGE AND BELIEFS ABOUT READING		
1.0 Theoretical Base The reading professional will:		
1.1 demonstrate recognition that reading should be taught as a process;	RS510: II C p. 34. RS731: I C p. 49. RS738: I p. 59. RS744: I B 5 p. 79. RS758: Objective 3 p.82.	C
1.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process;	RS510: III C p.; VII F p. 34, 36 RS723: XI p. 42 RS738: II D p. 59 RS740: V F p. 73	C
1.3 demonstrate an understanding of the importance of literacy for personal and social growth;	RS723: XVI p. 42 RS731: II p. 49 RS738: II A, C, D p. 59	C
1.4 illustrate that literacy can be a means for transmitting moral and cultural values;	RS740: V F p. 73	C
1.5 demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation;	RS510: VII C p. 36 RS723: IV, V p.40 RS731: IV I C p.49, 50 RS738: V, IX, XI, XIII p.60 RS744: I B 1, I B 5, I C 2 p.79 RS758: Objective 3,4 p.82	C
1.6 demonstrate an understanding of the major theories of language development, cognition, and learning; and	RS510: III p.34 RS723: II p.40 RS731: IV E F p.50 RS738: III, IV p.60 RS744: I A, I B, I C 2a p.79	C
1.7 demonstrate an understanding of the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.	RS510: III p.34 RS723: X, XI, XII p.42 RS737: I p.53 RS738: I, II, III, IV, V, IX p.59, 60 RS739: I, III p.65,66	C
2.0 Knowledge Base The reading professional will:		
2.1 demonstrate an understanding that written language is a symbolic system;	RS510: IX p.36 RS723: IX A p.41 RS731: IV FH p.50, 51 RS738: IV A 5 p.60	C

<u>X</u> Role 6 ___Role 7 ___Role 8	Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
2.2	demonstrate an understanding of the interrelation of language and literacy acquisition;	RS723: IV p. 40 RS731: II,III D p. 49, 50 RS738: IV,IX p.60 RS744: I A B C E 1 p.79	C
2.3	demonstrate an understanding of principles of new language acquisition;	RS723: I,VII p.40, 41 RS738: IV p.60 RS740: II A 3 p.71	C
2.4	demonstrate an understanding of phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;	RS510: IV C, V D p.35 RS723: I, XIV p.40, 42 RS731: IV p.50 RS738: V p.60 RS744: III,VIII p.79, 81 RS758: Objective 1,12,16 p.82, 83	C
2.5	demonstrate an understanding of the interrelation of reading and writing, and listening and speaking;	RS510: I D E F p.34 RS723: I p.40 RS731:III B p.49 RS738: IV p.60 RS758: Objective 1 p.82	C
2.6	show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;	RS744: VII,VIII p.81 RS758: Objective 1,12,16 p.82, 83	C
2.7	demonstrate an understanding of emergent literacy and the experiences that support it;	RS510: IV p.35 RS723: I p.40 RS731: II,III D p.49, 50	C
2.8	demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking;	RS510: VI B 2 p.35 RS731: III A p.49 RS738: IV p.60 RS744: IV,V p.80	C
2.9	demonstrate an understanding of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment);	RS510: VII,X p.35, 36 RS723: VIII,XII p. 41, 42 RS737: XI p.55 RS738: II p.59 RS740: II p.71 RS744: VII p.81	C
2.10	show how past and present literacy leaders contributed to the knowledge base;	RS510: II B,III p.34 RS738: II,III,IV p.59, 60 RS744: I A B C E,III A,IV A p.79, 80	C
2.11	show an understanding of relevant reading research from general education and how it has influenced literacy education;	RS510: I F p.34 RS740: IV p. RS744: I A B C E p.79 RS759: Objective 3 p.87	C
2.12	teach classic and contemporary children's and young adults' literature, and easy-reading fiction and nonfiction for adults, at appropriate levels;	RS510: VII B p.35 RS738: XIV D p.61	C
2.13	illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); and	RS731: IV F 4 p.51 RS744: V C D E F G p.80 RS758: Objective 1,12,15,16 p.82, 83	C

<u>X</u> Role 6 ___Role 7 ___Role 8	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
Program Standards		
2.14 show that goals, instruction, and assessment should be aligned.	RS731: V p.51 RS737: XI p.55 RS738: X p.60 RS739: I p.65 RS758: Objective 18-30 p.83	C
3.0 Individual Differences The reading professional will:		
3.1 illustrate how differences among learners influence their literacy development;	RS510: III B C p.34 RS720: Objective 12 RS723: XI p.42 RS731: V p.51 RS738: II p.59 RS744: VII,VIII p.81 RS758: Objective 30 p.83	C
3.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process;	RS510: VII F p.36 RS723: IX,XI,XIV,XVI,XIX B 1 p.41, 42, 43 RS731: IV H 2 p.51 RS738: II D p.59 RS740: V F p.73	C
3.3 show that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;	RS510: X 4 p.36 RS723: IX C p.41 RS737: IX C p.55 RS737: XVI p.61 RS739: V D E p.67 RS758: Objective 9 p.82	C
3.4 illustrate the importance of creating programs to address the strengths and needs of individual learners; and	RS720: Objective 12 RS737: III p.53 RS738: II,X,XIV p.59, 60, 61 RS739: I, VI p.65 RS740: I A p.71 RS758: Objective 8 p.82	C
3.5 show knowledge of federal, state, and local programs designed to help students with reading and writing problems.	RS738: X,XIV p.60, 61 RS740: I B p.71	C
4.0 Reading Difficulties The reading professional will:		
4.1 demonstrate an understanding of the nature and multiple causes of reading and writing difficulties;	RS510: VII C D E,IX p.36 RS720: Objective 12 RS723: IV, V,VI p.40 RS737: II to X p.50-55 RS738: I,II p.59 RS739: I p.65 RS740: II,III p.71, 72 RS758: Objective 7 p.82	C

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<u>X</u> Role 6 ___Role 7 ___Role 8	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
Program Standards		
4.2 demonstrate knowledge of principles for diagnosing reading difficulties;	RS737: I B p.53 RS738: XIV,XVIII p.61, 62 RS739: I p.65 RS758: Objective 5 p.82	C
4.3 illustrate an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and	RS510: VII p.35 RS723: XI,XIX B 1 p.42, 43 RS737: XI C 3 p.55 RS738: XIV,XIX B p.61, 62 RS739: I p.65 RS740: I B p.71 RS758: Objective 7,8 p.82	C
4.4 show an understanding of the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.	RS720: Objective 15 RS738: XIV p.61 RS739: I p.65 RS740: I A 2a b p.71 RS744: II A1,III A,IV A, V A p.79, 80 RS758: Objective 2 p.82	C
INSTRUCTION AND ASSESSMENT		
5.0 Creating a Literate Environment The reading professional will be able to:		
5.1 create a literate environment that fosters interest and growth in all aspects of literacy;	RS723: I,IV,VI,IX p.40, 41 RS731: II p.49 RS738: XIV p.61 RS740: V p.72 RS744: V p.80	C
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;	RS738: XIV p.61 RS740: IV, V F 4 p.72, 74 RS744: I B 4 p.79 RS758: Objective 11 p.82	C
5.3 model and discuss reading and writing as valuable, lifelong activities;	RS510: II D,IX p.34, 36 RS723: IV,IX p.40, 41 RS744: I B 5 p.79 RS758: Objective 12 p.83	C
5.4 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;	RS723: V,VI p.40 RS738: XIV D p.61 RS744: I D p.79 RS758: Objective 13,14 p.83	C
5.5 provide opportunities for creative and personal responses to literature, including storytelling;	RS731: IV F p.50 RS738: XIV A p.61 RS758: Objective 13,14 p.83	C
5.6 promote the integration of language arts in all content areas;	RS723: VI p.40 RS740: II p.71 RS744: VIII p.81 RS758: Objective 15 p.83	C

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<u>X</u> Role 6 ___Role 7 ___Role 8	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
Program Standards		
5.7 use instructional and information technologies to support literacy learning; and	RS731: IV H 1 p.51 RS758: Objective 16 p.83 RS759: Objective 1,6 p.87	C
5.8 implement effective strategies to include parents as partners in the literacy development of their children.	RS510: I A p.34 RS738: V p.60 RS740: I A 2 e,V A D 2 p.71, 72 RS758: Objective 17	C
6.0 Word Identification, Vocabulary, and Spelling The reading professional will be able to:		
6.1 teach students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations;	RS731: IV E p.50 RS738: XIV p.61 RS744: III B 6 p.80 RS758: Objective 18 p.83	C
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;	RS510: IV C 2,V D p.35 RS738: V,IX p.60, 61 RS739: IV B p.66 RS744: III B 6 p.80 RS758: Objective 18 p.83	C
6.3 teach students to use context to identify and define unfamiliar words;	RS510: V A F p.35 RS744: III B 6 p.80 RS758: Objective 19,21 p.83	C
6.4 guide students to refine their spelling knowledge through reading and writing;	RS510: IX B 2 p.36 RS737: IX C p.41 RS738: XVI p.61 RS739: IV D,V D E p.66, 67 RS758: Objective 19,21 p.83	C
6.5 teach students to recognize and use various spelling patterns in the English language as an aid to word identification; and	RS510: IX B 2 p.36 RS737: IX C p.55 RS738: XVI p.61 RS739: V D p.67	C
6.6 employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.	RS510: V p.35 RS731: IV E p.50 RS739: III C,IV A p.66 RS740: IV E 2 p.72 RS744: III p.39 RS758: Objective 19 p.83	C
7.0 Comprehension The reading professional will be able to:		
7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;	RS510: VI B p.35 RS731: IV F p.50 RS740: V F 3 g p.73 RS758: Objective 19,20,21 p.83	C
7.2 model questioning strategies;	RS510: I B p.34 RS731: IV E p.50 RS738: XI A p.60 RS758: Objective 19,20,21 p.83	C
7.3 teach students to connect prior knowledge with new information;	RS510: VI B p.35 RS738: XI,XII,XIII p.60 RS744: I B 1 p.79	C

<u>X</u> Role 6 ___Role 7 ___Role 8	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
Program Standards		
7.4 teach students strategies for monitoring their own comprehension;	RS510: VI B p.35 RS731: IV F p.50 RS738: XI,XIII p.60 RS744: IV,V p.80	C
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links; and	RS731: IV F p.50 RS738: XIII p.60 RS758: Objective 22 p.83	C
7.6 ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage).	RS738: V B C p.60 RS758: Objective 22 p.83	C
8.0 Study Strategies The reading professional will be able to:		
8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources;	RS744: VI,VIII p.80, 81 RS758: Objective 23 p.83	C
8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material;	RS510: VI C p.35 RS738: XIV p.61 RS744: VI B p.80 RS758: Objective 24 p.83	C
8.3 teach students effective time management strategies;	RS738: XIV p.61 RS744: VI B 9 p.80	C
8.4 teach students strategies to organize and remember information; and	RS738: XIV p.61 RS744: VI B 10 p.80 RS758: Objective 24 p.83	C
8.5 teach test-taking strategies.	RS744: VI B 6 p.80 RS758: Objective 25 p.83	C
9.0 Writing The reading professional will be able to:		
9.1 teach students planning strategies most appropriate for particular kinds of writing;	RS744: VIII p.81 RS758: Objective 26 p.83	C
9.2 teach students to draft, revise, and edit their writing; and	RS510: IX A p.36 RS758: Objective 27 p.83	C
9.3 teach students the conventions of standard written English needed to edit their compositions.	RS510: IX A B p.36 RS758: Objective 22 p.83	C

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<u>X</u> Role 6 ___Role 7 ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
10.0 Assessment The reading professional will be able to:		
10.1 develop and conduct assessments that involve multiple indicators of learner progress; and	RS510: X p.36 RS720: Objective 12 RS731: V p.51 RS737: II,IV,V,VI,VII,VIII,IX,X,XI p.53-55 RS738: XVIII p.62 RS739: I,II,III,IV,A B C D E F G, V,VI p.65-66 RS758: Objective 27 p.83	C
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.	RS510: X p.36 RS720: Objective 12 RS731: V p.51 RS737: II,IV,V,VI,VII,VIII,IX,X,XI p.53-55 RS739: I,II,III,IV A B C D E F G,V,VI p.65-67 RS740: I 3,III p.71, 72 RS744: II A B C D E p.79 RS758: Objective: 27 p.83	C
ORGANIZING AND ENHANCING A READING PROGRAM		
11.0 Communicating Information about Reading The reading professional will be able to:		
11.1 communicate with students about their strengths, areas for improvement, and ways to achieve improvement;	RS739: VII p.67 RS740: IV p.72 RS758: Objective 29 p.83	C
11.2 communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction;	RS738: X p.60 RS739: I,II,III,IV,V,VI,VII p.65-67 RS740: I A, II p.71 RS744: II p.79 RS758: Objective 29 p.83	C
11.3 involve parents in cooperative efforts and programs to support students' reading and writing development;	RS510: I A p.34 RS731: III D p.50 RS739: I C p.65 RS740: I A 2 e p.71, 72 RS758: Objective 17 p.83	C
11.4 communicate information about literacy and data to administrators, staff members, school board members, policymakers, the media, parents, and the community; and	RS731: III p.49 RS737: XI p.55 RS738: X,XVIII p.60-62 RS739: I,II,III,IV,V,VI,VII p.65-67 RS740: I A,II p.71 RS759: Objective 2 p.87	C

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<u>X</u> Role 6 ___Role 7 ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
11.5 interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community.	RS731: III D p.50 RS737: XI p.55 RS738: X,XVIII p.60, 62 RS739: VII p.67 RS740: I A,II p.71 RS759: Objective 2 p.87	C
12.0 Curriculum Development The reading professional will be able to:		
12.1 initiate and participate in ongoing curriculum development and evaluation;	RS744: II B p.79	C
12.2 adapt instruction to meet the needs of different learners to accomplish different purposes;	RS510: VII E p.36 RS720: Objective 12 RS723: V,VI p.40 RS738: XIV p.61 RS739: VII p.67 RS740: IV p.72 RS744: II B C D E,VII p.79, 81 RS758: Objective 30,31 p.83	C
12.3 supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing);	RS740: I A,V p.71, 72	C
12.4 select and evaluate instructional materials for literacy, including those that are technology-based;	RS510: VII G p.36 RS731: IV D p.50 RS738: XIV p.61 RS758: Objective 6 p.82	C
12.5 use multiple indicators to determine effectiveness of the literacy curriculum;	RS740: II p.71 RS758: Objective 6 p.82	C
12.6 plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding; and	RS738: X p.60 RS740: I B p.71 RS758: Objective 6 p.82	B
12.7 help develop individual educational plans for students with severe learning problems related to literacy.	RS738: X p.60 RS740: II A 2 p.71 RS758: Objective 6 p.82	C
13.0 Professional Development The reading professional will be able to:		
13.1 participate in professional development programs;	RS740: V p.72	C
13.2 initiate, implement, and evaluate professional development programs;	RS740: V p.72	B

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<u>X</u> Role 6 ___Role 7 ___Role 8	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
Program Standards		
13.3 provide professional development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development;	RS740: V p.72	B
13.4 provide professional development experiences that are sensitive to school constraints (e.g., class size or limited resources);	RS740: I, II p.71	B
13.5 use multiple indicators to judge professional growth; and	RS740: I A p.71	C
13.6 model ethical professional behavior.	RS740: V p.72	C
14.0 Research The reading professional will be able to:		
14.1 apply research for improved literacy;	Syllabus Assignments RS510 p. 34 RS737 p.53 RS738 p.58 RS744 p.77 RS758 p.82 RS720: Objective 15	C
14.2 conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and	ED600 p.31 Required course for all students. See course description.	B
14.3 promote and facilitate teacher- and classroom-based research.	ED600 p.31 Required course for all students. See course description	C
15.0 Supervision of Paraprofessionals The reading professional will be able to:		
15.1 plan lessons for paraprofessionals;	RS740: I A 2 C p.65, 66	C
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance;	RS740: I A 2 C p.65, 66	C
15.3 provide professional development and training for paraprofessionals; and	RS740: I A 2 C p.65, 66	B
15.4 provide emotional and academic support for paraprofessionals.	RS740: I A 2 C p.65, 66	C
16.0 Professionalism The reading professional will be able to:		
16.1 pursue knowledge of literacy by reading professional journals and publications; and participating in conferences and other professional activities;	Syllabus Assignments RS510 p.34 RS739 p.64 RS723 p.40 RS744 p.77 RS737 p.53 RS738 p.58	C
16.2 reflect on one's practice to improve instruction and other services to students;	RS744: I F,II F,III D,IV E,V G,VI C, VII C,VIII D p.79-81 RS758: Objective 32 p.83	C

<u>X</u> Role 6 ___Role 7 ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
16.3 interact with and participate in decision-making with teachers, teacher educators, theoreticians, and researchers;	RS720: Objective 14 RS740: I A 2 p.71	C
16.4 support and participate in efforts to improve the reading profession by being an advocate for licensing and certification;	RS740: V p.72	C
16.5 participate in local, state, national, and international professional organizations whose mission is the improvement of literacy;	RS723 p.40-47	C
16.6 promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction;	RS738: X, XVIII p.60, 62 RS744: II B 1 p.79 RS759: Objective 4,5,7 p.87	C
16.7 write for publication; and	RS737: XI p.55 RS739: VII p.67 RS759: Objective 5 p.87	B
16.8 make presentations at local, state, regional, and national meetings and conferences.	Syllabus Assignment RS738 p.58 RS759 p.87	B

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

Section V
Appendix C
Revised Syllabi

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: ED600 Foundations of Educational Research (3 credits)
INSTRUCTOR: Dr. Kevin D. Vinson
(410)617-2134
(410) 617-5097 (fax)
KVinson@loyola.edu
SCHEDULE: Fall 2001
Prerequisite: None

COURSE DESCRIPTION/OVERVIEW

Examines various approaches to research in education, including experimental/experimental-type research, ethnographic/qualitative research, historical research, survey research, and correlational research. Focuses on quantitative and qualitative methodology. Encourages students to develop a basis for evaluating and understanding research in the field and to familiarize themselves with the literature in their chosen areas of concentration. Acquisition of state-of-the-art information searching strategies is an integral part of the course objectives. (14.2, 14.3)

COURSE OBJECTIVES/OUTCOMES

Students will be able to:

1. Define "research" and identify steps in the research process.
2. Critically read, interpret, and analyze authentic examples of educational research.
3. Select and critique research topics or problems according to established professional guidelines.
4. Conduct and critique reviews of the literature relevant to their particular areas of interest and to educational research in general.
5. Identify, construct, and critique research hypotheses.
6. Identify the critical components of research design, including variable selection and use, sampling, metrics, validity, and reliability.
7. Explain the *basic* principles of *descriptive statistics* and perform key, *simple* calculations.
8. Explain the *basic* principles of *inferential statistics* and perform key, *simple* calculations.
9. Identify the components of effective experimental and experimental-type research and to critique examples of each.
10. Identify the components of effective ethnographic research and to critique examples of each.
11. Identify the components of effective historical research and to critique examples of each.
12. Identify the components of effective survey and correlational research and to critique examples of each.
13. Identify and understand the components of writing and evaluating educational research.

14. Interpret and apply the ethical and legal foundations and guidelines of educational research.

REQUIRED READINGS

1. Crowl, T. K. (1996). Fundamentals of educational research (2nd ed.). Madison, WI: Brown & Benchmark.
2. Class Handouts.

REQUIREMENTS/ASSIGNMENTS

1. Participation
2. 2 Article Critiques
3. Review of the Literature
4. Final Exam

Note:--Attendance is a requirement! More than two absences will result in a course grade deduction.

EVALUATION SYSTEM

1. Participation – 20%
2. 2 Article Critiques – 20% (each is worth 10%)
3. Review of the Literature – 30%
4. Final Exam – 30%

SCHEDULE OF CLASSES AND TOPICS

Class	Topics
1	Introduction, The nature of research: What is research?, Crowl: Ch. 1.
2	Discussion of assignments, Developing a research idea, Crowl: Chs.2-3.
3	Research: Ethics & the law, Sampling, Metrics, Crowl: Chs. 5-7, Appendices A & B.
4	Experimental (type) research, Crowl: Chs. 14-15, Review topic is due!
5	Statistics: Descriptive & inferential (BRING A CALCULATOR!), Crowl: Chs. 8-9.
6	Statistics: Descriptive & inferential (BRING A CALCULATOR!), Crowl: Chs. 8-9.
7	Discussion: Labaree, "Educational Researchers ...", Assignment #1 is due!
8	Survey research, Correlational research, Crowl: Chs. 12-13.
9	Qualitative research, Historical research, Crowl: Chs. 10-11.
10	NCSS Annual Meeting - NO CLASS!
11	Thanksgiving Holiday - NO CLASS!
12	Discussion: Giroux, "Education in Unsettling Times", Assignment #2 is due!
13	Summary & conclusions, Review for final exam, Review of the Literature is due!
14	Final exam!

READING LIST/BIBLIOGRAPHY

Optional Readings:

1. American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.
2. Bogdan, R.C. and Biklen, S.K. (1998). Qualitative Research for Education: An Introduction to Theory and Methods (3rd ed.). Boston: Allyn and Bacon.
3. Burton, F.R. (1991). Handbook of Research on Teaching the English Language. Upper Saddle River, NJ: Merrill/Prentice Hall.
4. Charles, C.M (1995). An Introduction to Educational Research (2nd ed.). White Plains, NY: Longman.
5. Creswell, J.W. (1998). Qualitative Inquiry and Research Design: Choosing Among Five Traditions. Thousand Oaks, CA: Sage Productions.
6. Donoahue, Z., Van Tassell, M.A. and Patterson, L. (Eds.) (1996). Research in the Classroom: Talk, Texts and Inquiry. Newark, DE: International Reading Association.
7. Gall, J.P., Gall, M.D. and Borg, W.R. (1999). Applying Educational Research: a Practical Guide. (4th ed.). New York: Addison Wesley Longman.
8. Harris, T.L. and Hodges, R.E. (1995). The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark, DE: International Reading Association.
9. Joint Committee on Standard for Educational Evaluations (1984). The Program Evaluation Standards: How to Assess Evaluations of Educational Programs. Thousand Oaks, CA: Sage Publications.
10. Kamil, M.L., Langer, J.A. and Shanahan, T. (1985). How to Understand Research in Reading and Writing. Boston: Allyn and Bacon.
11. Lancy, D.F. (1993). Qualitative Research in Education: An Introduction to the Major Traditions. New York: Longman.
12. Marshall, C. and Rossman, G.B. (1995). Designing Qualitative Research (2nd ed.). Thousand Oaks, CA: Sage Publications.
13. Sweetland, R.C. and Geysler, D.J. (1991). Tests: A Comprehensive Reference for Assessment in Psychology, Education and Business (3rd ed.). Austin, TX: Pro-Ed.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS510 (K-12) Foundations of Reading Instruction (3 credits)
INSTRUCTOR: Susan Gallagher, M.Ed.
SCHEDULE: Fall 2001
Prerequisite: None

COURSE DESCRIPTION/OVERVIEW

A basic course in reading. Lectures and demonstrations will constitute the procedures of the course. Emphasis will be given to evaluation techniques, reading approaches, word recognition and analysis procedures, readability and rewriting. An overview of the writing process will be discussed.

CONTENT OUTLINE and COURSE OBJECTIVES/OUTCOMES

Students will have a working knowledge of the following areas. (K)

Students will be able to perform the following tasks. (P)

CLASS 1

- I. Components of Reading/Language Arts Program
 - A. Parent Education and Involvement (K) (5.8, 11.3)
 - B. Teacher Education (K)
 - C. Testing and Assessment (K)
 - D. Instruction (K) (2.5)
 - E. Materials (K) (2.5)
 - F. Research (K) (2.5, 2.11)

Assignment: Wagstaff – Chapter 1

CLASS 2

- II. Reading
 - A. Present State of Reading (K)
 - B. The Definitions (K) (2.10)
 - 1. Betts, Robinson, Chall
 - 2. Symbol System and Meaning
 - C. Process (K) (1.1)
 - D. Relationship of Reading to Language Arts (K) (5.3)
 - E. Maryland School Performance Program Reading Outcomes (K)

CLASS 3

- III. Cognitive Ability, Reading Expectancy and Reading Delay (1.6, 1.7, 2.10, 3.1)
 - A. Theories of Intelligence (K)
 - 1. Classicists
 - a. Wechsler
 - b. Benet
 - 2. Revisionists
 - a. Piaget
 - 3. Radicals
 - a. Gardner

- B. Determining Reading Expectancy and MAGP (P) (3.1)
- C. Reading Delay (Retardation) (K) (1.2, 3.1)
 - 1. Definitions
 - 2. Causes
 - a. Physical
 - b. Socio-economic
 - c. Psychological
 - d. Educational
 - 3. Determining Delay (P)

CLASS 4

- IV. Reading Readiness/Emergent Literacy (2.7)
 - A. Definitions (K)
 - B. Myelination and Maturation - Piaget and the Brain (K)
 - C. Abilities Required (K) (2.4)
 - 1. Perceptual
 - 2. Phoneme Awareness (6.2)

CLASS 5

- V. Teaching Reading - Word Recognition and Orthographic Skills (6.6)
 - A. Sight Vocabulary (K) (6.3)
 - B. Picture Clues (K)
 - C. Configuration (K)
 - D. Phonics (K) (2.4, 6.2)
 - 1. Relationship to Orthography
 - E. Structural Analysis (K)
 - F. Context (K) (6.3)
 - G. Dictionary Skills (K)

Assignment: Wagstaff – Chapter 2

CLASS 6

- VI. Teaching Reading - Comprehension
 - A. Underlying Assumptions (K)
 - 1. Prior Knowledge
 - 2. Motivation
 - 3. Appropriate Materials
 - 4. Knowledge of Coding System
 - B. Theories of Comprehension (K) (7.1, 7.2, 7.3, 7.4)
 - 1. Top down, bottom up, interactive
 - 2. Metacognition (2.8)
 - 3. Schemata
 - C. Rate and Purpose (K) (8.2)
 - D. Retention (K)
 - E. Techniques (K)
 - 1. SQ3R
 - 2. KWL
 - 3. Webbing
 - 4. ODRA

Assignment: Wagstaff – Chapters 3, 4

CLASS 7

Midterm

CLASS 8

- VII. Reading Instruction (2.9, 4.3)
- A. Approach, Method, Technique (K)
 - B. Major Approaches (K) (2.12)
 - 1. Published Reading Series
 - a. Traditional Basals
 - b. Literature Based and Language Integrated
 - 2. LEA
 - 3. Whole Language
 - C. Developmental Reading Instruction (K) (1.5, 4.1)
 - 1. Basic Reading Instruction
 - 2. Functional Reading
 - 3. Content Reading
 - D. Corrective Reading Instruction (K) (4.1)
 - E. Remedial Reading Instruction (K) (4.1, 12.2)
 - 1. Methods
 - a. Gillingham
 - b. Phonovisual
 - 2. Techniques
 - a. Fernald
 - b. RRM, Signing, NIM
 - F. Multicultural/Bilingual Readers (K) (1.2, 3.2)
 - G. Computer Assisted Instruction (K) (12.4)

CLASS 9

- VIII. Readability
- A. Concepts (K)
 - B. Fry Reading Graph - Extended (P)
 - 1. Conversion Table for Less Than 100 Words (P)
 - 2. Content subjects (P)
 - C. Rewriting (K)

Assignment: Wagstaff – Chapter 5

CLASS 10

- IX. Writing (2.1, 5.3)
- A. The Writing Process (K) (9.2, 9.3)
 - 1. Topic Selection
 - 2. Drafting
 - 3. Revising
 - 4. Proof Reading
 - 5. Publishing
 - B. Factors Affecting Writing Performance (K) (4.1, 9.3)
 - 1. Mechanics
 - 2. Spelling (6.4, 6.5)
 - 3. Experiences
 - 4. Literature

C. Guidelines for Teaching Writing (K)

Assignment: Wagstaff – Chapter 6

CLASS 11

- X. Assessment in Reading and Language Arts (2.9, 10.1, 10.2)
 - A. Value and Purpose (K)
 - B. Informal Reading Inventory (K)
 - 1. What and Why
 - 2. Bett's Criteria
 - C. Standardized Tests (K)
 - 1. Reading Tests
 - 2. Intelligence Tests
 - D. Portfolios
 - E. Gentry's Developmental Spelling Test (P) (3.3)
 - F. Maryland's Assessment Plan (K)

CLASS 13

Final Exam

REQUIRED TEXT and READINGS

1. Harris, T. & Hodges, R. The Literacy Dictionary. International Reading Association, 1995.
2. Wagstaff, Janiel. Phonics That Work. Scholastic, 1994.
3. Read ten (10) articles from at least three of the professional journals listed below or any other professional journals. List the articles in alphabetical order by topic. Include the title, journal, and date. Articles should be within the past five years. Write an abstract of each article. You should read the articles concerning your teaching level i.e. elementary, secondary. You are required to read at least one article on each of the following: Whole Language, Cooperative Learning, Reading Writing Connection, Phoneme Awareness (elementary), Content Reading (middle/secondary) and Multi-cultural Instruction. The remaining five articles may be on any topic related to reading or writing but they must be related to your level. They are to be typed and are due on the day of the final exam. Proof read for any errors or typos. Head each abstract with its topic. Any article written by the instructor is exempted from the five year rule. Do not include copies of the articles. Use the following form: (16.1)

PHONICS

Baumann, James et al. (1998). Where are teachers' voices in the phonics/whole language debate? Results from a survey of U.S. elementary classroom teachers. *The Reading Teacher*, S 1, 636-649.

Elementary teachers opt for a balance in their reading instruction programs. This article reports on a nationwide survey of the instructional practices and beliefs of elementary public school teachers in the United States.

Reading Research Quarterly
Journal of Learning Disabilities

Reading Research & Instruction
Language Arts

Journal of Reading Behavior
Journal of Reading
Journal of Educational Research

Reading Teacher
Gifted Child Quarterly
Journal of Memory and Language

REQUIREMENTS/ASSIGNMENTS:

1. Mid Term Exam - open notebook exam
2. Final Exam - open notebook exam
3. Pick a buddy. Get his/her number and call if you plan to be absent. Buddy will pick up any handouts for you. The instructor will not bring handouts you have missed. *More than one unexcused absence may reduce your grade.*

EVALUATION SYSTEM

1. Mid Term Exam – 40% of final grade
2. Final Exam (readings count as 10 points of final exam) – 60% of final grade

A = 95-100%	QPA
A- = 91-94%	A = 4.00
B+ = 86-90%	A- = 3.67
B = 81-85%	B+ = 3.33
B- = 77-80%	B = 3.00
C+ = 74-76%	B- = 2.67
C = 70-73%	C+ = 2.33
F = 69% or less	C = 2.00

READING LIST/BIBLIOGRAPHY

1. Adler, Sol. Multicultural Communication Skills in the Classroom. Longwood Division, Allyn & Bacon. 1993.
2. Anderson, Richard C. et al. Becoming a Nation of Readers - The Report of the Commission on Reading. National Institute of Education - U.S. Dept. of Ed., Washington, D.C.. 1984. **
3. Baptiste, Jr., H. Prentice. Developing the Multicultural Process in Classroom Instruction Competencies for Teachers. University Press of America, 1979. (ISBN – 0-8191-0855-3)**
4. Betts. Foundations of Reading. Instruction. American Book Company, 1954.**
5. Bromley, K. D. Language Arts Exploring Connections. 2nd Ed. Allyn & Bacon, 1992. (ISBN 0-205-13239-1)
6. Burns, P. et al. Teaching Reading in Today's School. 5th Ed. Houghton Mifflin Co. 1992. (ISBN 0-395-59010-8)
7. Chall. Learning to Read: The Great Debate. McGraw-Hill Book Co., 1967. **
8. Corcoran, John. The Teacher Who Couldn't Read. Focus on the Family Publishing Co., Colorado Springs, CO 80995.
9. DeFina, Allan A. Portfolio Assessment - Getting Started. Scholastic Professional Books. 1992. (ISBN 0-590-491830-0)
10. Devine, Thomas. Teaching Reading Comprehension: From Theory to Practice. Allyn & Bacon, Inc. 1986.**

11. Durkin, Dolores. Teaching Them to Read. 6th Ed., Allyn & Bacon, 1993.
12. Duffy, Gerald & Laura Roehler. Improving Classroom Reading Instruction. 3rd Ed., McGraw-Hill, 1993.
13. Fernald, G. Remedial Techniques in Basic School Subjects. McGraw-Hill Book Co., 1971. **
14. Frager, Alan M., Editor. College Reading and the New Majority: Improving Instruction in Multicultural Classrooms. College Reading Association, 1990.**
15. Fry, Edward. The Reading Teacher's Book of Lists. Prentice-Hall, Inc., 1996.
16. Gunning, T.G. Creating Reading. Instruction for All Children. Allyn & Bacon, 1992.
17. Harris, T. & Hodges, R. The Literacy Dictionary. International Reading Association, 1995.
18. Horn, Thomas D. Reading for the Disadvantaged: Problems of Linguistically Different Readers. IRA, 1970. (ISBN 0-15-575591-9) **
19. Jacobson, Jeanne M. Content Area Reading - Integration With Language Arts. Delmar Pub. 1998. (ISBN 0-8273-6242-0)
20. Klein, Marvin et al. Teaching Reading in the Elementary Grades. Simon & Schuster, Inc. 1991.
21. May, Frank. Reading as Communication. 4th Ed. Merrill Publishing Co. 1994.
22. Norton, Donna E. The Effective Teaching of Language Arts. Merrill Pub. Co., 1993. (ISBN 0-02-388310-3)
23. O'Donnell, M. & Wood, M. Becoming a Reader - A Developmental Approach to Reading Instruction. Allyn & Bacon, 1992.
24. Rothlem, L. & Meinbach, Anita. The Literature Connection - Using Children's Books in the Classroom. Scott, Foresman & Co. 1991 (ISBN 0-673-38450-0)
25. Stice, Carole. et. al. Integrating Reading and the Other Language Arts. Wadsworth Publishing Co., 1995
26. Strickland, Dorothy S., ed. The Role of Literature in Reading Instruction-Cross-Cultural Views. IRA, 1978.** (ISBN 0-87207-429-3)
27. Templeton, Shane. Teaching the Integrated Language Arts. 2nd Ed. Houghton Mifflin. 1997. (ISBN 0-395-79656-3)
28. Tierney, Robert. et. al. Reading Strategies and Practices. 4th ed. Allyn and Bacon. 1995. (ISBN 0-205-16285-1)
29. Vacca, Richard T., et al. Case Studies in Whole Language. Harcourt Brace Jovanovich, 1992. (ISBN 0-03-0522544)
30. Wagstaff, Janiel. Phonetics That Work. Scholastic, 1994 (ISBN 0-590-49624-7)

**Classic

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS723 Language Development (3 credits)

INSTRUCTOR: Dr. Rosalie Nabors

SCHEDULE:

Prerequisite: None

COURSE DESCRIPTION/OVERVIEW

Surveys language development from infancy through high school. Emphasizes developmental theory, language skills required for school success, and patterns of delayed or deviant development.

COURSE OBJECTIVES/OUTCOMES

Students will have comprehensive understanding of the following areas: (C)

1. language development from infancy through high school
2. language skills required for school success
3. patterns of delayed or deviant speech and language development

Students will demonstrate awareness of:

1. receptive and expressive linguistic processing
2. theories of written language development
3. content and levels of abstraction with written language development
4. relationship between reading and writing in the writing process
5. phases of writing development
6. bilingualism
7. use of nonstandard English dialects
8. standardized assessments and informal assessments
9. language processes and executive function
10. phonological and articulation disorders
11. treatment of speech sound errors
12. fluency disorders
13. voice disorders
14. hearing and hearing loss
15. hearing-impaired children

Students will demonstrate a basic understanding of:

1. the acquisition and development of language
2. theories of language development
3. reading as a language based activity
4. stages of reading development
5. language comprehension and text structure
6. assessing listening and reading comprehension
7. characteristics of written language
8. spelling developmental stages
9. functions of writing

10. writing process
11. relationship between language disabilities and learning disabilities
12. remediation of language disabilities
13. treatment models
14. teaching the language impaired child

CONTENT OUTLINE

- I. The Acquisition and Development of Language (2.3, 2.4, 2.5, 2.7, 5.1)
 - A. Speech Development
 - B. Semantic Development
 - C. Syntactic Development
 - D. Morphological Development
 - E. Pragmatic Development
 - F. Discourse Development
 - G. Metalinguistic Development
- II. Theories of Language Development (1.6)
 - A. Behavioral (Skinner)
 - B. Cognitive Determinism (Piaget)
 - C. Linguistic Determinism (Whorl)
 - D. Independent (Chomsky)
- III. Neurological Bases of Language
 - A. Receptive Linguistic Processing
 - B. Expressive Linguistic Processing
- IV. Reading as a Language Based Activity (1.5, 2.2, 4.1, 5.1, 5.3)
 - A. Learning How Print Maps to Speech
 - B. Phonological(Phonemic Awareness
- V. Theories of Reading Processing (1.5, 4.1, 5.4, 12.2)
 - A. Top Down
 - B. Bottom Up
 - C. Integrated
- VI. Stages of Reading Development (4.1, 5.1, 5.4, 5.6, 12.2)
- VII. Language Comprehension and Text Structure (2.3)
 - A. Microstructure
 - B. Macrostructure
 - C. Problems of Poor Comprehenders
- VIII. Assessing Listening and Reading Comprehension (2.9)
 - A. Modality of text Presentation
 - B. Tasks for Assessment
- IX. Written Language Development (3.2, 5.1, 5.3, 12.2)
 - A. Characteristics of Written Language (2.1)
 1. Before Formal Instruction
 2. Written vs. Oral Language
 - a. Oral Language
 - 1) Phonology
 - 2) Syntax
 - 3) Semantics

- 4) Morphology
- 5) Pragmatics
- b. Written Language
 - 1) Orthographic
 - 2) Syntax
 - 3) Discourse
- B. Handwriting Development
 - 1. Theories
 - 2. Difficulties
- C. Spelling Development (Stages) (3.3)
- D. Content and Levels of Abstraction
- E. Types of Writing Used by Young Children
 - 1. Expressive
 - 2. Transactional/ Expository
 - 3. Poetic/Narrative
- F. Functions of Writing
 - 1. Entertain
 - 2. Inform
 - 3. Instruct
- G. Sense of Audience
- H. The Writing Process
 - 1. Assessing Strength and Weaknesses
 - 2. Characteristics of the Learner
 - 3. Planning and Organization
 - 4. Influence of Writing on Cognition
 - 5. Relationships between Reading and Writing
- I. Phases of Writing Development
 - 1. Preparation
 - 2. Consolidation
 - 3. Differentiation
 - 4. Integration
- J. Grammatical Development in Writing
- K. Gender Styles in Written Narratives
- X. Relationship Between Language Disabilities and Learning Disabilities (1.7)
 - A. Definition of Learning Disability
 - B. Definition of Language
 - C. Clusters of Language Learning Disabilities
 - D. Communicative Competence
 - E. Metalinguistic Ability
- XI. Factors to Consider in Language Assessment (1.2, 1.7, 3.1, 3.2, 4.3)
 - A. Bilingualism
 - B. Use of Nonstandard English Dialects
 - C. Ethnic Background
 - D. Socioeconomic Status

- XII. Diagnosis (1.7, 2.9)
 - A. Purpose
 - B. Standardized Tests
 - C. Informal Assessments
 - D. Cognitive Assessment
 - E. Hearing Assessment
- XIII. Characteristics of Language Disabilities
 - A. Subtle
 - B. Obvious
- XIV. Dimensions of Specific Problems (2.4, 3.2)
 - A. Semantics
 - B. Syntax
 - C. Morphology
 - D. Pragmatics
- XV. Effects of Language Disabilities on Academic Performance
- XVI. Effects of Language Disabilities on Psychological and Sociological Adjustment (1.3, 3.2)
- XVII. Remediation of Language Disabilities
 - A. Teacher's Roles
 - B. Selecting Textbooks
 - C. IEPs
- XVIII. Treatment Models
 - A. Direct
 - B. Consultation
 - C. Collaboration
- XIX. Teaching the Language Handicapped Child
 - A. Examples of Language Disabilities
 - 1. Articulation
 - 2. Phonology/Morphology
 - 3. Syntax
 - 4. Semantics
 - 5. Pragmatics
 - B. Learner Characteristics
 - 1. Cultural Differences (3.2, 4.3)
 - 2. Effect of Oral Language Disorders on Written Language
 - 3. Effects of Foreign Language on Learning English
 - 4. Effects of Dialect on Learning Standard English
- XX. Language Processes/Executive Function: Impact on Language and Learning
 - A. Attention
 - B. Nonverbal Cognition
 - C. Sensation; or Reception
 - D. Perception or Interpretation
 - E. Memory or Storage
 - F. Retrieval
 - G. Organization
 - H. Expression

- XXI. Interventions: Principles for Teaching
 - A. Preschool
 - B. School-age
- XXII. Spelling Remediation
- XXIII. Written Language Remediation
- XXIV. Teaching Strategies
- XXV. Phonological and Articulation Disorders
 - A. Definitions:
 - 1. Phonological Disorder
 - 2. Articulation Disorder
 - B. Classification of Errors
- XXVI. Factors Contributing to Errors
- XXVII. Assessment of Errors
- XXVIII. Treatment of Speech Sound Errors
 - A. Articulation
 - B. Phonological
- XXIX. Fluency Disorders
 - A. Definition
 - B. Causes
 - C. Multicultural Considerations
 - D. Assessment
 - E. Treatment
 - F. Role of Teacher
- XXX. Voice Disorders
 - A. Definition
 - B. Causes
 - C. Assessment
 - D. Treatment
 - E. Role of Teacher
- XXXI. Hearing and Hearing Loss
 - A. Definitions
 - B. Anatomy of Auditory System
 - C. Normal Hearing
 - D. Measurement of Hearing
 - E. Types of Hearing Loss
 - F. Classification of Hearing Loss
- XXXII. Hearing Impaired Children
 - A. Infants and Toddlers
 - B. Preschool Children
 - C. School-age Children
 - 1. Signs/symptoms of Hearing Loss
 - 2. Speech and Language Problems Associated with Hearing Loss
 - 3. Hearing Aids and Assistive Listening Devices
 - 4. School Programs for Children with Hearing Impairments
- XXXIII. Other Populations with Potential Communication Problems

REQUIRED READINGS

Moats, L.C. (2001) Speech to Print – Language Essentials for Teachers. Paul Brooks Publishing. Professor Designed Manual.

REQUIREMENTS/ASSIGNMENTS

1. ABSENCE

Three unexcused absences will reduce your course grade by one letter (e.g., an A with three unexcused absences will result in a B, etc.). Additionally, three late arrivals or early departures, not coordinated with the instructor, will count as one full absence. Pick a buddy. Get his/her phone number and call if you plan to be absent. Your buddy will pick up any handouts for you. The instructor will not bring handouts you missed.

2. EXAMS

The midterm exam will be given as take home and resource enhanced. **Midterms** will be distributed on October 21st and will be due on October 28, 1999. **Finals** will be administered during the last class session, December 16, 1999. The final exam will be an open notebook exam in class. If you want your final grade mailed to you, please provide the instructor with a self addressed, stamped envelope.

3. PARTICIPATION EXPERIENCE:

You are required to develop a participation experience for the class that involves all class members. Involvement is **NOT** having the class examine materials. The class must be actively involved as part of your presentation. Each experience will take 10 minutes and will be related to a topic covered in class. Any presentation of less than eight (8) minutes or more than twelve (12) minutes will cost points. You will develop this activity with other members of the class and provide handouts. The instructor reserves the right to draw test questions from these presentations/handouts, Examples of possible participation experiences are:

1. Problem solve or discuss a particular case/ student from your class.
2. Illustrate the response of people to individuals with handicapping conditions.

3. ABSTRACTS

You are required to write abstracts of ten (10) articles/ chapters assigned as readings for this course. This material supplements the subject matter that will be presented in class. You must turn in an abstract on the dates listed on page 3 of this syllabus. Do not include a cover page with your abstract. Simply put your name and the date you are submitting it on the back of the abstract. Test questions can be drawn from these resources.

For grading purposes, each abstract is worth ten points with a possible total for all abstracts being 100 points. An abstract submitted after the due date will receive zero (0) points unless you are absent from class and your absence is excused.

Grading is based on the Grading Scale at the bottom of this page. There are two sample abstracts in this packet. **Follow the form of the sample abstracts exactly.** One is an example of an article that describes an experiment. The other is the form for a book chapter or a review or theoretical article. (16.1)

Abstract Format:

Each abstract of an article that describes an experiment must contain the following:

- the bibliographic citation exactly as shown in the example provided;
- a statement describing the purpose of the study;
- the subjects including pertinent information such as number, age, sex; etc.;
- the experimental method used;
- the findings;
- the conclusions; a statement/ s as to how you might apply the information in your testing and/or teaching.

Each abstract of a review or theoretical article or book chapter must contain the following:

- the bibliographic citation exactly as shown in the example provided;
- the topic;
- the purpose, thesis of the article/ chapter;
- the conclusions;
- a statement/ s as to how you might apply the information in your testing and/or teaching.

Each abstract is to be no longer than one (1) page double-spaced; however, the citation at the beginning of the abstract is to be single-spaced. Indent one tab at the beginning of the citation and at the beginning of each paragraph. Font size may be 10, 11, or 12 pitch. Top, bottom, left, and right margins are to be .75. In addition to the format, your work will be graded on content, organization, language use, and mechanics (see attached abstract examples and Grading Policy).

EVALUATION SYSTEM

1. Midterm - 25%
2. Final - 25%
3. Participation Experience - 25%
4. Ten Abstracts - 25%

Grading Scale

A=95-100 (4.0); A-=91-94 (3.67); B+=86-90(3.33); B=81-85 (3.0); B-=77-80 (2.67); Failing: C+=74-76 (2.33); C=70-73 (2.0)

SCHEDULE OF CLASSES AND TOPICS

Class	Topics	Page
1	The Acquisition and Development of Language	1
2	The Acquisition and Development of Language continued Abstract Due: Language and Reading: Convergences, Divergences, and Development	
3	Getting Ready to Read Abstract Due: A Primer on Phonemic Awareness: What it is, Why it's important, and How to teach it	35

4	Language Comprehension and Text Structure	41
	Abstract Due: Focus on Research Questions for Research Into Reading Writing Relationships and Text Structure Knowledge Written Language	45
5	Abstract Due: Written Language Development and Disorders: Selected Principles, Patterns, and Intervention Possibilities	
6	Language Disabilities & <u>Take-Home Mid-Term Exam</u> – Due Oct. 28th	49
	Abstract Due: The role of language in learning disabilities Teaching the Language Handicapped Child	55
7	Abstract Due: Intervention: Preventing or Reversing the Failure Cycle	
8	Childhood Speech Disorders (Articulation/Phonological Disorders)	62
	Abstract Due: From Articulation to Phonology: The Challenge of Change	
9	Stuttering and Voice Disorders	73
	Abstract Due: Parental Involvement in the Treatment of Stuttering Sensory Integration Issues in Speech & Language Disorders (Guest Speaker)	76
10	Hearing and Hearing Loss & Hearing Impaired School Children	81
11	Abstract Due: Treatment of voice hyperfunction in the pre-adolescent & Intervention for children with hearing impairment in general education settings	
12	Other Populations with Potential Communication Problems	92
13	<u>Final Exam</u>	

READING LIST/BIBLIOGRAPHY

1. Bloom, L. & Lahey, M. (1978). Language development and language disorders. New York: John Wiley & Sons.
2. Brackett, D. (1997). Intervention for children with hearing impairment in general education settings. Language, Speech, and Hearing Services in Schools, 28, 355-361.
3. Capute, A. J., Accardo, P. J. & Shapiro, B. K. (Eds.). (1994). Learning disabilities spectrum: ADD, ADHD, LD. Baltimore, MD. York Press.
4. Gerber, A. (1993). Language related learning disabilities: Their nature and treatment. Baltimore, MD: Paul H. Brooks Publishing Co.
5. Glaze, L. E. (1996). Treatment of voice hyperfunction in the pre-adolescent. Language, Speech, and Hearing Services in Schools, 27, 244-250.
6. Haynes, W. O., & Shulman, B. B. (1994). Communication development: Foundations, processes, and clinical applications. New Jersey: Prentice Hall.
7. Hodson, B. W. & Edward, M. L. (Eds.). (1997). Perspectives in applied phonology. Gaithersburg, MD: Aspen Publishers, Inc.
8. Kamhi, A.G. & Catts, H. W. (1999). Language and reading disabilities. Boston, MA: Allyn and Bacon.

9. Kavanaugh, J. F. (Ed.). (1991). The language continuum: From infancy to Literacy. Parkton, MD: York Press.
10. Kretschmer, R. R. (1997). Issues in the development of school and Interpersonal discourse for children who have hearing loss. Language, Speech, and Hearing Services in Schools, 28, 374-383.
11. Maag, J. W. & Reid, R. (1996). Treatment of attention deficit hyperactivity disorder: A multi-modal model for schools. Seminars in Speech and Language, 17, 37-57.
12. Moore, S. R. (1995). Questions for research into reading-writing relationships and text structure knowledge. Language Arts, 72, 598-606.
13. Nippold, Marilyn A. (1998). Later language development: The school a adolescent years. (2nd ed.). Austin, Texas: Pro-ed
14. Ownes, R. E., Jr. (1996). Language development: An introduction. (41' ed.). Boston, MA: Allyn & Bacon.
15. Oyer, H. J., Hall, B. J., & Haas, W. H. (1994). Speech, language, and hearing disorders: A guide for the teacher. (2nd ed.). Boston, MA: Allyn & Bacon.
16. Rustin, L. & Cook, F. (1995). Parental involvement in the treatment of stuttering. Language, Speech, and Hearing Services in Schools, 26, 127-137.
17. Seidenberg, P. L. (1994) . Cognitive and academic instructional intervention for learning-disabled adolescents. In K. G. Bultler (ed), Best practices II: The classroom as an intervention contest. (pp. 173-188). Gaithersburg, MD. Aspen Publishers, Inc.
18. Singer, B. B. (1995). Written language development and disorders: Selected principles, patterns, and intervention possibilities. Topics in Language Disorders, 16, 83-96.
19. Snider, V. E. (1995). A primer on phonemic awareness: What it is, why it's important, and how to teach it. School Psychology Review, 24, 443-455.
20. Solomon, N. P. & Charron, S. (1998). Speech breathing in able-bodied children and children with cerebral palsy: A review of the literature and implications for clinical intervention. American Journal of Speech-Language Pathology, 7, 61-78.
21. Wallach, G. P. & Butler, K. G. (Eds.). (1994). Language learning disabilities in school-age children and adolescents: Some principles and applications. New York: Macmillian College Publishing Company.
22. Wetherby, A. M., Frizant, B.M., & Hutchinson, T.A. (1998). Communicative, social/affective, and symbolic profiles of young children with autism and pervasive developmental disorders. American Journal of Speech-Language Pathology, 7, 79-91.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS731 Classroom Techniques in Reading (3 credits)
INSTRUCTOR: Kristine Scarry, M.Ed.
SCHEDULE: Fall 2001
Prerequisite: RS510 (K-12) Foundations of Reading Instruction

COURSE DESCRIPTION/OVERVIEW

Emphasizes the importance of developing reading skills as part of the language art-listening, speaking, reading, and writing. Particular attention is given to the listening, reading and writing connection. Discussion of general classroom strategies, including the use of computer technology in reading, appropriate to the reading program in grades K to 8.

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate awareness of:

1. multisensory strategies which prepare students for reading and or applying and extending responses
2. the role of technology in the reading and writing process
3. brain research
4. using a team approach to evaluate materials

Students will demonstrate a basic understanding of:

5. how to critically evaluate text for a variety of purposes
6. the elements of a balanced literacy program
7. strategies and experiences that encourage the integration of listening, speaking, reading and writing
8. a variety of published reading texts
9. authentic literature appropriate for specific purposes
10. the role of parents and the educational community

Students will demonstrate the ability to:

11. use the elements of a balanced literacy program
12. incorporate the appropriate use of trade books, decodable pattern books and computer generated reading books
13. teach experiences that develop concepts of print
14. convey the relationship of prior knowledge and experience to understanding and interpreting text
15. use specific strategies in skill development
16. incorporate the use of thinking strategies as an aid to comprehension
17. use questioning strategies to enhance comprehension
18. use strategies for a variety of purposes for different learners
19. select materials appropriate to the three purposes of reading

REQUIRED READINGS

Tierney, Robert J. and Readence, John E. (2000). Reading Strategies and Practices. Boston, MA: Allyn and Bacon.

REQUIREMENTS/ASSIGNMENTS

1. Required Readings from Text
2. Projects
 - a. Students will prepare a 3 to 5 page Research Review on a topic of their choice from the course content.
 - b. Students will prepare a Focus Lesson and 2 Strategy Lessons to present to the class. Format will be according to the outline discussed in class
3. Final Exam
4. Attendance/Participation

EVALUATION SYSTEM

1. Attendance and Participation – 10 points
2. Projects - 70 points
3. Final Exam – 20 points

A = 95-100

A- = 90-94

B+ = 86-89

B = 80-85

B- = 77-79

C+ = 73-76

C = 70-72

CONTENT OUTLINE

CLASS 1

- I. Introduction/Course Overview
 - A. Introductory Activity
 - B. Reading Standards
 - C. The Reading Process (1.1, 1.5)
 - D. Motivation
 - E. Assessment/Instruction
 - F. Resources/Materials
- Text - Chapter 1

CLASS 2

- II. Literacy Environment (1.3, 2.2, 2.7, 5.1)
 - A. Organization
 - B. Learning Styles
 - C. Motivation
- Chapter 11

CLASS 3

III. Current Topics

- A. Brain Research (2.8)
- B. Characteristics of Readers and Writers (2.5)
- C. Research on Literacy

CLASS 4

- D. Developing Literacy (2.2, 2.7, 11.3, 11.4, 11.5)
 - 1. Schools and Literacy
 - a. Accountability
 - b. Programs
 - 2. Family Literacy
 - a. Understanding the family
 - b. Reaching the family
 - c. Involving the family

Chapters 3,11

CLASS 5

IV. Reading Instruction (1.5, 2.4)

- A. Definition
- B. Process
- C. Best Practices
 - 1. Strategic reading instruction
 - 2. Reader's Workshop
- D. Grouping for Instruction (12.4)
 - 1. Flexible grouping
 - Individual, Small group, Large group
 - 2. Literature Discussion groups
 - 3. Guided Reading groups

CLASS 6

- E. Word Identification (1.6, 6.1, 6.6, 7.2)
 - 1. Definition
 - 2. Phonemic Awareness Strategies
 - 3. Phonic Based Strategies
 - 4. Literature Based Strategies
 - a. LEA
 - b. Shared Reading
 - c. Read Aloud

Chapters 4,5

CLASS 7

Midterm

CLASS 8

- F. Comprehension (1.6, 2.1, 5.5, 7.1, 7.4, 7.5)
 - 1. Definition
 - 2. Strategies for Unlocking Text
 - a. Preview and Skim
 - b. Graphic Support
 - c. Prior Knowledge

- d. Prediction
- e. Preview Guides
- f. Probable Passages
- g. ReQuest

CLASS 9

- 3. Building Strategic Readers
 - a. KWL
 - b. Key Words
 - c. Vocabulary
 - d. Text Structure
 - e. SQ3R
 - f. Imagery
 - g. Think Aloud
 - h. Fix-Up Strategies
 - i. Hot Spots
 - j. Reading Rate

CLASS 10

- 4. Responding to Reading (2.13)
 - a. Quality Questions
 - b. Retelling
 - c. Summarizing and Paragraphing
 - d. Performance Based Projects
 - e. Social Opportunities

Chapter 10

CLASS 11

- G. Reading Frameworks
 - 1. DTRA
 - 2. Reciprocal Teaching
 - 3. Interventions

Chapter 1

- H. The Reading Puzzle (2.1)
 - 1. Technology (5.7)
 - 2. English as a Second Language (3.2)

CLASS 12

- V. Assessment (2.14, 3.1, 10.1, 10.2)
 - A. Definition
 - B. Purpose
 - C. Strategies
 - 1. Individual
 - 2. Small group
 - 3. Large group
 - D. Performance Based
 - E. Criterion Reference Based

Chapter 14

CLASS 13

Final Exam

READING LIST/BIBLIOGRAPHY

1. Adams, M.J. (1990). Beginning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press.
2. Allington, R.I., & Walmsley, S. (1995). No Quick Fix. New York: Teachers College Press.
3. Anderson, R. C., Hiebert, E., Scott, J., & Wilkinson, I.A.G. (1985). Becoming a Nation of Readers: The report of the Commission on Reading. Champagne, IL: National Institute of Education.
4. Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). Starting Out Right: A Guide to Promoting Children's Reading Success. Washington, DC: Nation Academy Press.
5. Bruner, J., & Kenney, M.J.(1966). Studies in Cognitive Growth. New York: Wiley.
6. Clay, M. (1987). The Early Detection of Reading Difficulties (3rd ed.). Portsmouth, NH: Heinemann.
7. Cooper, J.D. (1993). Literacy: Helping Children Construct Meaning. Boston: Houghton Mifflin.
8. Cullinan, B.E. (1987). Children s' Literature in the Reading Program. Newark, DE: International Reading Association.
9. Fountas, I. C., and Pinnell, G.S. (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.
10. Gambrell, L.B., & Almasi, J.F. (1996). Lively Discussions! Fostering Engaged Reading. Newark, DE: International Reading Association.
11. Gambrell, L.B., Morrow, J.F., Neumann, S. B., & Presley, M. (Eds.) 1998. Best Practices in Literary Instruction. N.Y.: The Guilford Press.
12. Gardner, H. (1982). Art, Mind, and Brain. New York: Basic Books, Inc.
13. Gardner, H. (1985). Frames of Mind: Theory of Multiple Intelligence. New York: Basic Books, Inc.
14. Gillingham, A. and Stillman, B.W. (1997) Remedial Training, for Children with Disability in Reading, Spelling and Penmanship. Cambridge, MA: Educators Publishing Service, Inc.
15. Goodman, K. (1986). What's Whole in the Whole Language. Portsmouth, NH: Heinemann.
16. Jensen, E. (1998). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.
17. Langer, J.A. (1990). *The Process of Understanding: Reading for Literary and Informative Purposes*. *Research in the Teaching of English*, 24, 229-257.
18. Routman, R. (1988). Transitions from Literature to Literacy. Portsmouth, NH: Heinemann.
19. Stein, S. (1998). A Quick Reference Guide to Multiple Intelligences. Washington, DC: Instructional Impact, Inc.
20. Tierney, R. J. and Readence, J.E. (2000). Reading Strategies and Practices. Boston, MA: Allyn and Bacon.
21. Yopp, R.H., & Yorr, H.K. (1992). Literature-Based Reading Activities. Boston: Allyn & Bacon.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS737 (K-12) Diagnosis of Reading Disorders (3 credits)
RS837 (6-12) Diagnosis of Reading Disorders
RS838 (1-8) Diagnosis of Reading Disorders

INSTRUCTOR: Dr. Robert Peters
(410)617-5191
rpeters@loyola.edu

SCHEDULE:
Prerequisite: RS510 (K-12) Foundations of Reading Instruction

COURSE DESCRIPTION/OVERVIEW

Major emphasis on the assessment and diagnosis of reading disabilities. Emphasizes the use of standardized and informal tests of reading, spelling, and writing in diagnosis. Construction of a testing manual is an essential part of the course which provides students with a useful diagnostic tool which may be expanded as future needs arise.

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate a basic understanding of:

1. definitions, purposes and principles of assessment and diagnosis
2. definitions and characteristics of learning disabilities
3. assessment terms
4. performance assessments
5. modality assessments
6. intelligence tests and language based assessments
7. perceptual components of word recognition
8. theories of word recognition development
9. theory and description of an informal reading inventory
10. theory and description of the close procedure
11. components of penmanship
12. standardized written assessments
13. standardized spelling assessments
14. preparing case studies.

Students will demonstrate the ability to:

15. administer, score and interpret the Botel Word Opposites Test and the CHAT
16. administer, score and interpret the P.P.V.T. (R and III) and the S.I.T.-R
17. utilize MAGP and expectancy charts
18. administer, score and interpret assessments in the areas of visual discrimination, visual memory, auditory discrimination, and auditory memory
19. administer, score and interpret assessments for auditory blending, phonemic awareness and phonics
20. administer, score and interpret word recognition tests
21. administer, score and interpret an informal reading inventory

22. administer, score and interpret the cloze procedure
23. administer, score and interpret informal writing assessments
24. administer, score and interpret speed of writing assessments
25. administer, score and interpret informal visual-motor screenings.

CONTENT OUTLINE

- I. Assessment/Diagnosis (1.7)
 - A. Definition and Purposes of Assessment/Diagnosis
 - B. Principles
 - C. Definition of LD (4.2)
 - D. Characteristics of LD
- II. The Instruments of Testing (4.1, 10.1, 10.2)
 - A. Glossary of Assessment Terms
 - B. Validity and Reliability
 - C. Normal Curve
 - D. Standardized Tests
 1. Norm Reference
 2. Understanding Test Scores
 - E. Informal Tests
 1. Criterion Reference
 2. Discriminative
 - a. Botel Word Opposites Test
 - b. CHAT
 - F. Performance Assessments
 1. MSPAP
 2. Portfolios
- III. Modality Assessment (3.4, 4.1)
 - A. Analyze Test
 - B. Analyze Task
 - C. Modality Strengths and Weaknesses
- IV. Intelligence Tests/Language Based Assessments (4.1)
 - A. Rationale and Description (10.1, 10.2)
 - B. Overview
 1. P.P.V.T. – R
 2. S.I.T.- R
 2. Wechsler Series
 4. Test of Nonverbal Intelligence - TONI
 - C. MAGP and Expectancy
 - D. Tolerable Difference
- V. Components of Word Recognition – Testing (4.1, 10.1, 10.2)
 - A. Perceptual Components
 1. Vision and Visual Discrimination
 2. Visual Memory
 3. Auditory Acuity and Auditory Discrimination
 4. Auditory Blending
 5. Auditory Memory

- 6. Phonemic Awareness
 - 7. Phonics
 - B. Linguistic Differences
 - 1. Semantic Awareness
 - 2. Cultural Awareness
- VI. Word Recognition Tests (4.1, 10.1, 10.2)
 - A. Theories of WR
 - 1. Serial Processing
 - 2. Template)
 - 3. Automaticity)
 - B. Administration
 - C. Standardized
 - 1. SORT
 - 2. WRAT 3
 - D. Informal (K)
 - 1. Dolch List
 - 2. Betts' Word Recognition Test
 - 3. Secondary Content Areas - Math, Science
- VII. The I.R.I (4.1, 10.1, 10.2)
 - A. Theory and Description
 - B. Administration and Scoring
 - C. Interpretation
- VIII. Cloze Procedure (4.1, 10.1, 10.2)
 - A. Theory and Description
 - B. Selecting a Cloze Passage
 - C. Administration and Scoring
 - D. Interpretation
- IX. Writing Assessments (4.1, 10.1, 10.2)
 - A. Penmanship
 - 1. Slant
 - 2. Spacing
 - 3. Letter formation
 - 4. Alignment and Proportion
 - 5. Line Quality or Smoothness
 - B. Content
 - 1. Informal
 - a. Type-Token Ratio)
 - b. Sentence length
 - 2. Standardized
 - a. TOWL 2
 - C. Spelling (K) (3.3, 6.4, 6.5)
 - 1. Standardized Achievement
 - 2. Standardized Diagnostic
 - 3. Criterion-referenced
 - 4. Informal

- D. Speed
 - 1. Ayres Speed of Copying
 - 2. Speed of Writing Alphabet
- X. Visual-Motor Screening (4.1, 10.1, 10.2)
 - A. Whitehouse Visual-Motor Test
 - B. Informal Procedures
- XI. Case Studies/Reporting Assessment Results (2.9, 2.14, 4.1, 10.1, 10.2, 11.4, 11.5, 16.7)
 - A. Gathering Information
 - 1. School
 - 2. Home
 - B. Testing
 - C. Writing Case Studies
 - 1. Formats
 - 2. Components
 - 3. Instructional Recommendations (4.3)
 - D. Review of Case Studies

WEEKLY SCHEDULE

Week One

Syllabus- discuss/clarify; establish due dates
 Establish Criteria for Completion of Testing Manual
 Complete Overview of Assessment/Diagnosis
 Definitions and Principles
 Learning Disabilities

Week Two

Begin Instruments of Testing
 Glossary
 Validity and Reliability
 Standardized Tests
 Informal Tests

Week Three

Complete Instruments of Testing
 Botel
 CHAT
 Performance Assessments
 Modality Assessments

Week Four

Complete Intelligence Tests/Language Based Assessments
 Rationale/Description
 P.P.V.T. (R and III)
 S.I.T.-R
 Wechsler Series
 MAGP and Expectancy Charts

Week Five

Begin Critique Presentations
Begin Components of Word Recognition- Testing
Perceptual Components

Week Six

Critique Presentations
Complete Components of Word Recognition- Testing
Perceptual Components
Linguistic Differences
Begin Word Recognition Tests
Theories and Administration

Week Seven

Critique Presentations
Mid-term exam- take home; discuss/clarify
Complete Word Recognition Tests
Standardized
Informal

Week Eight

Critique Presentations
Mid-term Exam Due
Begin IRI

Week Nine

Critique Presentations
Return Mid-term Exam- discussion
Complete IRI
Complete Cloze Procedure

Week Ten

Begin Writing Assessments
Penmanship
Content Assessments- Informal/Standardized

Week Eleven

Complete Writing Assessments
Spelling
Speed

Week Twelve

Final Exam- take home; discuss/clarify
Complete Visual-motor Screenings
Begin Case Studies

Week Thirteen

- Final Exam Due
- Complete Case Studies
- Check Completed Testing Manuals
- Closure

REQUIRED READINGS

1. One article dealing either with diagnosis or remedial strategies.
2. Completion of Testing Manual

REQUIREMENTS/ASSIGNMENTS

1. Mid Term Exam - open notebook exam
2. Final Exam -take home exam
3. Read one article dealing either with diagnosis or remedial strategies at your level i.e. K-8, Secondary. Critique article using specific format. Present overview of critique to class. Provide copies of critique for each class member. (16.1)
4. Prepare a testing manual from tests and handouts distributed in class. You may include materials from other courses or your school system. The manual should be a three ring binder and the tests kept in plastic protectors. Each section should be identified with a tab. The manual will be graded satisfactory or unsatisfactory with a point value of 0, 1, or 2 to be computed into your final grade. They are due the last class meeting or when completed. (14.1)
5. Attendance - More than one unexcused absence will reduce your grade. Pick a buddy. Get his/her phone number. Have buddy pick up any handouts for you when absent. The instructor will not bring handouts you have missed.

EVALUATION SYSTEM

Grade Distribution:

Exams	Final Grade	
A = 8	A = 17-18	A = 95% - 100%
A- = 7	A- = 15-16	A- = 91% - 94%
B+ = 6	B+ = 13-14	B+ = 86% - 90%
B = 5	B = 11-12	B = 81% - 85%
B- = 4	B- = 9-10	B- = 77%- 80%
C+ = 3	C+ = 7-8	C+ = 74% - 76%
C = 2	C = 4-6	C = 70% - 73%
F = 0	F = 0-3	F = 69% or less

Final grades will not be given over the phone

READING LIST/BIBLIOGRAPHY

1. Catts, H. and Kamhi, A. Language and Reading Disabilities. Allyn and Bacon,1999. ISBN 0-205-27088-3

2. Flynt, E.. and Cooter,R. Reading Inventory for the Classroom. (2nd Ed.) Gorsuch Scarisbrick, Publishers, 1993.
ISBN 0-89787-538-9
3. Gillet, J. and Temple. Understanding Reading Problems. (4th Ed.) Harper Collins College Publishers, 1994.
ISBN 0-673-52327-6
4. Gonzalez, Virginia, et al. Assessment and Instruction of Culturally and Linguistically Diverse Students with or At Risk of Learning Problems. Allyn and Bacon, 1997.
ISBN 0-205-15629-0
5. Jones, R. Psychoeducational Assessment of Minority Group Children: A Casebook. Cobb and Henry Publishers, 1988.
ISBN 0-943539-00-5
6. Radencich, Penny, et al. A Handbook for the K-12 Reading Resource Specialist. Allyn and Bacon, 1993.
ISBN 0-205-14081-5
7. Rowell, C. Assessment and Correction in Elementary Language Arts. Allyn and Bacon, 1993.
ISBN 0-205-13998-1
8. Silvaroli, N. Classroom Reading Inventory. Brown and Benchmark, 1997.
ISBN 0-697-24144-0
9. Salvia, J., et. al. Assessment. (5th Ed.) Houghton Mifflin, 1991.
ISBN 0-395-54451-3
10. Wilson, R. Diagnosis and Remedial Reading for the Classroom and Clinic. (6th Ed.) Merrill, 1994.
11. Witt, J., et. al. Assessment of Children: Fundamental Methods and Practices. Brown and Benchmark, 1994.
ISBN 0-697-177226-0

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS738 Remedial Reading and Writing Techniques for
Special Needs Students (3 credits)
INSTRUCTOR: Maureen S. Beck, M.Ed.
Home: (717)235-3694
Cell: (410)868-3694
SCHEDULE: Fall 2001
Prerequisite: RS510 (K-12) Foundations of Reading Instruction
RS731 (K-12) Classroom Techniques in Reading

COURSE DESCRIPTION/OVERVIEW

Alternative techniques for severe reading disabilities are explored. Develops thorough understanding of multisensory techniques such as the Gillingham and Fernald methods, as well as other procedures used with disabled readers. Students will become familiar with development and writing of individualized educational plans (IEP).

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate awareness of

1. the role in language on the acquisition of reading
2. the components of reading and language
3. the nature and multiple causes of reading and writing difficulties including reading problems associated with a limited language proficiency
4. the technology available for use with the remedial student

Students will demonstrate a basic understanding of:

5. the complexity of the reading process as it pertains to all readers/writers
6. how to use a multi-text approach with students with varying needs
7. strategies that assist remedial students in reading a variety of text
8. the growth and development of the brain
9. the impact of various disorders on learning
10. the use of assessments in developing/implementing strategies for instruction for the remedial student
11. the effect of community influences on the education of the remedial student
12. the public laws governing identification and remediation

Students will demonstrate the ability to:

13. use and modify a variety of strategies in the classroom based on needs identified in assessments
14. select and use a variety of instructional materials and assessment choices to use with remedial students
15. modify programs, approaches, and materials to meet the needs of all learners
16. implement a comprehensive reading/writing program for the remedial student
17. implement remedial reading and writing techniques designed to assist students in gaining independence in all aspects of reading and writing

18. develop programs incorporating comprehension strategies and word recognition strategies for the remedial student

REQUIRED READINGS

1. Traub, N. and Bloom, F. (1997). Recipe for Reading. Cambridge, MA.: Educators Publishing Service, Inc.
2. 3 current research articles exploring the field of remedial techniques.

REQUIREMENTS/ASSIGNMENTS

1. Students will critique 3 current research articles exploring the field of remedial techniques. The format developed by the Education Department at Loyola College is to be followed. The 3 article reviews are to be submitted prior to or with the Midterm Exam. (16.1)
2. Students will present to the class a 10-12 minute presentation on a current research topic in remedial reading education. (14.1, 16.8)
3. Midterm Exam.
4. Final Exam
5. Attendance and participation.

EVALUATION SYSTEM

1. Article Critiques - 15%
2. Presentation - 15%
3. Midterm Exam - 30%
4. Final Exam - 30%
5. Attendance/Participation - 10%

A = 95-100

A- = 90-94

B+ = 86-89

B = 80-85

B- = 77-79

C+ = 73-76

C = 70-72

CONTENT OUTLINE

CLASS 1

- I. The Process of Reading (1.1, 1.7, 4.1)
 - A. Definition
 - B. Developmental Reading
 - C. Correctional Reading
 - D. Remedial Reading
- II. Remedial Reading/Writing -Philosophy (1.7, 2.9, 2.10, 3.1, 3.4, 4.1)
 - A. Learning Styles (1.3)
 - B. Teaching Styles
 - C. Multiple Intelligences - Gardner (1.3)
 - D. Diversity - cultural, ethnic, linguistic (1.2, 1.3, 3.2)

- III. Language Development (1.6, 1.7, 2.10)
 - A. Components of Language
 - B. Theories of Acquisition
 - Skinner, Chomsky, Lenneberg
 - C. Literacy Acquisition

CLASS 2

- IV. Hierarchy of Language Development (1.6, 1.7, 2.2, 2.3, 2.5, 2.8, 2.10)
 - A. Myklebust and Johnson
 - 1. Inner Language (Self-talk)
 - 2. Auditory Receptive Language (Listening)
 - 3. Auditory Expressive Language (Speaking)
 - 4. Visual Receptive Language (Reading)
 - 5. Visual Expressive Language (Writing) (2.1)
 - V. Components of Reading (1.5, 1.7, 2.4, 6.2)
 - A. Phonology
 - B. Morphology (7.6)
 - C. Syntax (7.6)
 - D. Semantics
 - E. Motor Ability

Assignment: Traub – Chapters 1 and 2

CLASS 3

- VI. Auditory Processing/Memory
- VII. Visual Processing /Memory
- VIII. V.A.K.T. - Defined

CLASS 4

- IX. Remediation of Pre-reading/Pre-writing Skills (1.5, 1.7, 2.2, 6.2)
 - A. Techniques
 - 1. Alphabetic Principle
 - 2. Phonics
 - B. Materials

Assignment: Traub – Chapters 3, 5-8

CLASS 5

- X. IEP's - Philosophy (2.14, 3.4, 3.5, 5.8, 11.2, 11.4, 11.5, 12.6, 12.7, 16.6)
 - A. Historical Perspectives
 - B. Federal, State, L.E.A.
 - C. A.R.D. - responsibilities
 - D. Development and Implementation
 - 1. Annual Goals
 - 2. Short Term Objectives

CLASS 6

Mid-term

CLASS 7

- XI. Blooms Taxonomy (1.5, 7.3, 7.4)
 - A. Questioning Strategies (7.2)
 - B. Connecting prior knowledge to newly acquired information
- XII. Word Identification (7.3)

- A. Letter recognition
 - B. Sound/symbol relationship
 - C. Phonics
 - D. Structural Analysis
- XIII. Comprehension Strategies (1.5, 7.3, 7.4, 7.5)
- A. Making meaning from print
 - B. Factual, Vocabulary, Inference
 - C. Mnemonic Devices
 - D. Sight Vocabulary

Assignment: Traub – Chapter 4

CLASS 8

- XIV. Remediation of Reading Disorders (3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 8.2, 8.3, 8.4, 12.2, 12.4)
- A. Components of Reading Program (5.5)
 - B. Gillingham
 - 1. Sound/Symbol Relationship
 - 2. Reading/Writing
 - C. Strategies for the Highly Able
 - D. Text for the Highly Able/Reluctant Readers (2.12, 5.4)
 - 1. Hello Readers
 - 2. Hello Reading
 - 3. First Step Easy Readers
 - 4. Step Into Reading
 - 5. Steppingstone Series
 - 6. First Chapter Books
 - E. Fernald
 - 1. Whole Word Strategies
 - 2. Reading/Writing
 - F. V.A.K.T.
 - G. Neurological Impress
 - H. Repeated Reading
 - I. Harris
 - J. Fitzgerald
 - K. Bibliotherapy
 - L. Project Read
 - M. Success for All
 - N. Reading Recovery

CLASS 9

- XV. Handwriting
- A. Laterality/Balance
 - B. Grip/Pressure
 - C. Formation
 - D. Fluency
 - E. Automaticity
 - F. Informal Assessments

CLASS 10

- XVI. Spelling (3.3, 6.4, 6.5)

- A. Prerequisite Skills
- B. Alphabetic Principle
- C. Phonic Knowledge
- D. Directionality
- E. Visual Sequential Memory
- F. Handwriting
- G. Automaticity
- H. Informal Assessments

CLASS 11

XVII. Written Expressive Language Development

- A. Myklebust and Johnson
 - 1. Classification of Written Language Disability
 - a. Dysgraphia
 - b. Formulation and Syntax
 - c. Revisualization
 - 2. Composition
 - a. Skill development
 - b. Automaticity
- B. Remediation Process
- C. Reading/Writing/Spelling Connection
- D. Materials/Resources

CLASS 12

XVIII. Assessments (4.2, 10.1, 11.4, 11.5, 16.6)

- A. Standardized
- B. Informal Tests
 - 1. Informal Reading Inventory
 - 2. Word Identification
 - 3. Ayres Speed of Writing
 - 4. Kottmeyer Spelling Inventory
- C. Criterion Referenced
- D. Norm Referenced

XIX. Technology (12.4)

- A. Websites
 - 1. Parent Education
 - 2. Teacher Education
- B. Remedial Programs (4.3)

CLASS 13

Final Exam

READING LIST/BIBLIOGRAPHY

1. Adams, M.J. (1990). Beginning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press.
2. Allington, R.I., & Walmsley, S. (1995). No Quick Fix. New York: Teachers College Press.

3. Anderson, R.C., Hiebert, E., Scott, J., & Wilkinson, I.A.G. (1985). Becoming a Nation of Readers: The report of the Commission Reading. Champagne, IL: National Institute of Education.
4. Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). Starting Out Right: A Guide to Promoting Children's Reading Success. Washington, DC: Nation Academy Press.
5. Bruner, J., & Kenney, M.J. (1966). Studies in Cognitive Growth. New York: Wiley.
6. Clay, M. (1987). The Early Detection of Reading Difficulties (3rd ed.). Portsmouth, NH: Heinemann.
7. Cooper, J.D. (1993). Literacy: Helping Children Construct Meaning. Boston: Houghton Mifflin.
8. Cullinan, B.E. (1987). Children's Literature in the Reading Program. Newark, DE: International Reading Association.
9. Fernald, G. M. (1943). Remedial Techniques in Basic School Subjects. NY: McGraw Hill Book Co.
10. Fountas, I.C., and Pinnell, G.S. (1996). Guided Reading : Good First Teaching for All Children . Portsmouth, NH: Heinemann.
11. Gambrell, L.B., & Almasi, J.F. (1996). Lively Discussions! Fostering Engaged Reading. Newark, DE: International Reading Association.
12. Gambrell, L.B., Morrow, J.F., Neumann, S. B., & Presley, M. (Eds.) 1998. Best Practices in Literacy Instruction, N.Y.: The Guilford Press.
13. Gardner, H. (1982). Art, Mind, and Brain. New York: Basic Books, Inc.
14. Gardner, H. (1985). Frames of Mind: Theory of Multiple Intelligence. New York: Basic Books, Inc.
15. Gillingham, A. and Stillman, B.W. (1960) Remedial Training for Children with Disability in Reading, Spelling and Penmanship. Cambridge, MA.: Educators Publishing Service, Inc.
16. Gillingham, A. and Stillman, B. W. (1997) Remedial Training for Children with Disability in Reading, Spelling and Penmanship . Cambridge, MA: Educators Publishing Service, Inc.
17. Goodman, K. (1986). What's Whole in the Whole Language. Portsmouth, NH: Heinemann.
18. Jensen, E. (1998). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.
19. Langer, J.A. (1990). *The Process of Understanding: Reading for Literary and Informative Purposes*. *Research in the Teaching of English*, 24, 229-257.
20. Routman, R. (1988). Transitions from Literature to Literacy. Portsmouth, NH: Heinemann.
21. Stein, S. (1998). A Quick Reference Guide to Multiple Intelligences. Washington, DC: Instructional Impact, Inc.
22. Traub, Nina and Bloom, Frances (1997). Recipe for Reading. Cambridge, MA: Educators Publishing Service, Inc.
23. Yopp, R.H., & Yorr, H.K. (1992). Literature-Based Reading Activities. Boston: Allyn & Bacon.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS739 (K-12) Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs
RS839 (6-12) Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs
RS840 (1-8) Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs (3 credits)

INSTRUCTOR: Dr. Robert Peters
(410)617-5191
(410)803-9112 – Home
rpeters@loyola.edu

SCHEDULE:
Prerequisites: RS510 (K-12) Foundations of Reading Instruction; RS737 (K-12) Diagnosis of Reading Disorders

COURSE DESCRIPTION/OVERVIEW

Advanced clinical procedures. Emphasis on the preparation and writing of case studies which include the interpretation of psychological and educational tests, evaluation of specific strengths and weaknesses, and formulation of recommendations that could be incorporated into the classroom and/or resource room.

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate a basic understanding of:

1. the importance of the impact of physical, perceptual, emotional, social, cultural, environmental and intellectual factors on language and reading when collecting pertinent data regarding the learner;
2. the link between assessment results and instructional goals/ objectives,
3. the use of phonics as one word identification skill and its relationship to traditional orthographic patterns for reading and spelling;
4. the use of various techniques and strategies to develop vocabulary and concepts with the learner;
5. the interpretation and the communication of research findings regarding assessment and instructional techniques (critiques);
6. the application of current research for improving literacy instruction.

Students will demonstrate the ability to:

7. create instructional programs (Individual/group, developmental/remedial), through case studies, to address the strengths and needs of the learner;
8. identify basic principles of assessment and multiple causations of reading and writing difficulties;
9. conduct a variety of formal/informal assessments that involve multiple indicators of the learner's strengths /weaknesses and progress;

- communicate assessment results and instructional recommendations to parents, students, and related school personnel and administrators.

REQUIRED READINGS

- One research article dealing either with assessment or remedial strategies.
- Burns, P.C. and Roe, B.D. (1999). Informal Reading Inventory – Preprimer to Twelfth Grade. (5th ed.). Boston, MA: Houghton-Mifflin.
- McCarney, S.B. (1988). The Pre-referral Intervention Manual. Columbia, MO: Hawthorne Educational Service.
- Shanker, J. and Ekwall, E. Locating and Correcting Reading Difficulties. (7th ed.). Columbus, OH: Merrill Publishing Company.

REQUIRMENTS/ASSIGNMENTS

- Mid Term Exam- take home; case study
- Final Exam- take home; case study including recommendations
- Assessment Reports: Administer: Score: Interpret
 - Informal Reading Inventory URI
 - Sipay Word Analysis Test (SWAT)
 - Letter Sequences (DTLA-2)
 - Object Sequences (DTLA-2)
 - Auditory Discrimination Test (Wepman)
 - Word Sequences (DTLA-2)
 - Sentence Imitation (DTLA-2)
 - Slosson Intelligence Test-R (SIT-R)
- Read one research article dealing either with assessment or remedial strategies at your level- K-8 or Secondary. Critique article using specific format provided. Present overview of critique to class. Provide copies of critique to class members. Critique will count as five (5) additional points for mid term and/or final exams. (16.1)
- Attendance- more than one unexcused absence will reduce your final grade. Pick a buddy. Get his/her phone number. Have buddy pick up handouts for you when absent. Instructor will not bring handouts you have missed.

EVALUATION SYSTEM

Grade Distribution

Exams and Assessments	Final Grade	QPA	
A = 8	A= 97-104	A= 95-100%	4.00
A- = 7	A- = 85-96	A- = 91-94%	3.67
B+ = 6	B+ = 72-84	B+ = 86-90%	3.33
B = 5	B= 59-71	B = 81-85%	3.00
B- = 4	B- = 46-58	B- = 77-80%	2.67
C+ = 3	C+ = 33-45	C+ = 74-76%	2.33
C = 2	C = 26-32	C = 70-73%	2.00
F = 0	F = below 26	F = 69% or less	0.00

CONTENT OUTLINE

- I. Introduction- Assessment and Diagnosis (1.7, 2.14, 3.4, 4.1, 4.2, 4.3, 4.4, 10.1, 10.2, 11.2, 11.4)
 - A. Definitions (The Literacy Dictionary)
 - B. Principles of Assessment/ Diagnosis – Multiple Causations
 - C. Communication with Parents, Students, School Personnel (11.3)
 - D. Interest Surveys - Gathering Pertinent Data
 - E. Parent Information Forms
 - F. Assessment Recapitulation Records
 - G. Case Study Formats
 - H. Review of Case Studies
- II. Informal Reading Inventory (IRI) (10.1, 10.2, 11.2, 11.4)
 - A. Definition and Description
 - B. Purposes of IRI
 - C. Advantages and Disadvantages of IRI
 - D. Examples for Class Discussion
 - E. Administration and Scoring
 - 1. Word Recognition in Isolation
 - 2. Graded Passages
 - F. Interpretation and Instructional Recommendations – Link Assessment and Instruction
 - G. IRI Recapitulation Records
 - H. Reading Rate
 - I. Student Sample (tape) – Score and Interpret
- III. Language Development (1.7, 10.1, 10.2, 11.2, 11.4)
 - A. Rationale
 - B. Developmental Checklists
 - C. Meaning Vocabulary/ Concept Development (6.6)
 - 1. Definitions
 - 2. Receptive and Expressive Language Components
 - 3. Instructional Recommendations and Implications – Link Assessment and Instruction
 - D. Comprehension
 - 1. Levels of Comprehension-Operational Definitions
 - 2. Self-monitoring Checklists
- IV. Components of Word Recognition (3.4, 10.1, 10.2, 11.2, 11.4)
 - A. Sight Vocabulary (6.6, 10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Sample Assessments
 - 3. Group and Individual Assessments
 - 4. Instructional Recommendations and Implications – Link Assessment and Instruction
 - B. Phonemic Awareness and Phonics (6.2, 10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Sipay Word Analysis Test
 - 3. El Paso Phonics Survey

- 4. Instructional Recommendations and Implications – Link Assessment and Instruction
- C. Visual Acuity and Visual Discrimination (6.2, 10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Sample Assessments
- D. Visual Memory (6.4, 10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Object Sequences (DTLA-2)
 - 3. Letter Sequences (DTLA-2)
 - 4. Instructional Recommendations and Implications – Link Assessment and Instruction
- E. Auditory Acuity and Auditory Discrimination (10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Auditory Discrimination Test (Wepman)
 - 3. Instructional Recommendations and Implications – Link Assessment and Instruction
- F. Auditory Memory (K) (10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Word Sequences (DTLA-2)
 - 3. Sentence Imitation (DTLA-2)
 - 4. Instructional Recommendations and Implications – Link Assessment and Instruction
- G. Structural Analysis (10.1, 10.2, 11.2, 11.4)
 - 1. Definition and Rationale
 - 2. Sample Assessments
 - 3. Instructional Recommendations and Implications – Link Assessment and Instruction
- V. Written Language Assessments (10.1, 10.2, 11.2, 11.4)
 - A. Rationale
 - B. Type-token Ratio (Vocabulary Usage)
 - C. Sentence Length
 - D. Spelling Accuracy (3.3, 6.4, 6.5)
 - E. Instructional Recommendations and Implications – Link Assessment and Instruction (3.3, 6.4)
- VI. Intelligence Tests- Screening (10.2, 11.2, 11.4)
 - A. Rationale
 - B. Slosson Intelligence Test- R
 - C. Instructional Recommendations and Implications – Link Assessment and Instruction
- VII. Review of Case Studies (11.1, 11.2, 11.4, 11.5, 12.2, 16.7)

WEEKLY SCHEDULE

Week One

- Discuss syllabus, assignments and due dates
- Introduction- assessment and diagnosis
- Definitions and principles
- Communication with parents, students, school personnel
- Interest surveys and parent information forms
- Shanker/Ekwall- Part One

Week Two

- Continue introduction: recapitulation forms and sample case studies
- Begin Informal Reading Inventory
 - Definition and description
 - Purposes
 - Advantages/disadvantages
 - Review Burns and Roe
- Shanker/Ekwall- Part Three

Week Three

- Continue IRI
 - Administration and scoring
 - Interpretation
 - Instructional implications

Week Four

- Complete IRI
 - IRI Recapitulation Records
 - Sample student tapes to score and interpret
 - Brainstorm instructional implications

Week Five

- IRI due
- Begin/complete language development
 - Rationale
 - Developmental checklists
 - Concept development
 - Levels of comprehension/operational definitions
 - Brainstorm instructional implications
- Shanker/Ekwall- Part Five

Week Six

Return IRI-discussion/clarifications
Begin Components of Word Recognition
Sight Vocabulary
Phonemic Awareness and Phonics
Shanker/Ekwall- Part Four

Week Seven

SWAT due
Continue Components of Word Recognition
Visual Acuity and Visual Discrimination
Visual Memory
Auditory Acuity and Auditory Discrimination
Auditory Memory
Structural Analysis

Week Eight

Return SWAT- discussion/clarifications/instructional implications
Visual Memory due
Case Study #1 in class

Week Nine

Return Visual Memory- discussion/clarifications/instructional implications
Writing Assessments
Type-token ratio
Spelling
Sentence length
Auditory Discrimination due
Mid-term exam- take home- case study #2

Week Ten

Mid-term due
Return Auditory Discrimination- discussion/clarifications/instructional implications
SIT-R
Case Study #3 in class

Week Eleven

Auditory Memory due
Return mid-term- discussion/clarifications
Case Study #4- in class

Week Twelve

Return Auditory Memory- discussion/clarifications/instructional implications
SIT-R due
Final Exam- take home- case study #5

Week Thirteen

Final due- discussion

Return SIT-R- discussion/clarifications/instructional implications

Closure

READING LIST/BIBLIOGRAPHY

1. Barr, M. A., & Syverson, M. (1999). *Assessing literacy with the learning record: Handbook for teachers, grades k-6*. Portsmouth, NH: Heinemann.
2. Barr, M. A., & Syverson, M. (1999). *Assessing literacy with the learning record: Handbook for teachers, grades 6-12*. Portsmouth, NH: Heinemann.
3. Clay, M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
4. Cunningham, P., & Allington, R. (1994). *Classrooms that work: They can all read and write*. New York: Harper Collins College Publishers.
5. Fountas, I. C., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
6. Goodman, Y., Watson, D. J., & Burke, C. L. (1987). *Reading miscue inventory: Alternative procedures*. New York: Richard C. Owen.
7. International Reading Association. (1994). *Standards for the assessment of reading and writing*. Newark, DE: Author.
8. Leslie, L., & Caldwell, J. (1995). *The qualitative reading inventory (2nd ed.)*. New York: Addison-Wesley Longman, Inc.
9. Lipson, M., & Wixson, K. K. (1997). *Assessment and instruction of reading and writing disability: An interactive approach (2nd ed.)*. New York: Addison-Wesley Educational Publishers, Inc.
10. Parson, L. (1990). *Response journals*. Portsmouth, NH: Heinemann.
11. Rhodes, L. K. (Ed.). (1993). *Literacy assessment: A handbook of instruments*. Portsmouth, NH: Heinemann.
12. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher Gordon Publishers.
13. Valencia, S. (1990). A portfolio approach to classroom assessment: The whys, whats, and hows. *The Reading Teacher*, 43, 338-340.
14. Valencia, S., Hiebert, E. H., & Afflerbach, P. (1994). *Authentic reading assessment: Practices and possibilities*. Newark, DE: International reading Association.
15. Walker, B. J. (1992). *Diagnostic teaching of reading: Techniques for instruction and assessment (2nd ed.)*. Glenview, IL: Scott Foresman.
16. Witt, J. C. (1998). *Assessment of at risk and special needs children (2nd ed.)*. Boston: McGraw-Hill.
17. Woods, M. L., & Moe, A. J. (1999). *Analytical reading inventory (6th ed.)*. Columbus, Ohio: Prentice-Hall.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS740 The Role of the Reading Specialist (3 credits)
INSTRUCTOR: Dr. James Skarbeck
SCHEDULE: Fall 2001
Prerequisite: RS510 (K-12) Foundations of Reading Instruction

COURSE DESCRIPTION/OVERVIEW

The role of the reading specialist will be examined as it relates to staff, parents, and total reading program of a school. Current trends as they affect the role of the reading specialist will be emphasized in this course.

COURSE OBJECTIVES/OUTCOMES

The student will be able to:

1. Describe the role of the reading specialist in terms of the instructional, resource, and assessment components.
2. Relate implications of federal, state, and local influences to the instructional, resource, and assessment roles of the reading specialist.
3. Identify sources of referral as a basis for organizing instruction.
4. Differentiate between situations in which student achievement can be addressed through direct instruction from the reading specialist and resource services to the teacher.
5. Select a variety of grouping alternatives based upon student needs.
6. Plan a schedule that provides for the instructional, resource, and assessment components of the role of the reading specialist.
7. Design a floor plan for an instructional resource center that is conducive to instruction, fosters literacy, and facilitates student and teacher use.
8. Apply knowledge of standardized tests in making decisions about student instruction.
9. Determine the nature and extent of informal assessment required by specific situations.
10. Determine the types of assessment used to provide information in portfolios.
11. Determine the need and extent of ancillary diagnostic services needed in specific situations.
12. Develop individual plans that engage students as active participants in literacy learning.
13. Prepare a format that supports diagnostic teaching and systematic observation.
14. Incorporate volunteers into the delivery model for services provided by the reading specialist.
15. Adapt instructional strategies, based upon student learning strengths, to provide for deficits in word recognition - word attack.
16. Adapt instructional strategies, based upon student learning strengths, to provide for deficits in word recognition - vocabulary.

17. Adapt instructional strategies, based upon student learning strengths, to provide for deficits in comprehension.
18. Examine a model of standards for determining the effectiveness of a literacy program.
19. Describe aspects of the resource role of the reading specialist in terms of school wide services and services to administrators, instructional personnel, paraprofessionals, parents and community, and students.
20. Apply knowledge of the change process in situations designed to improve instruction and to enhance learning.
21. Employ knowledge of adult learning theory and literacy learning in providing formal and informal staff development for professionals and paraprofessionals.
22. Use interpersonal skills in situations relating to the instructional, resource, and assessment dimensions of the reading specialist.
23. Examine the influence of resources and constraints in a model for decision making.
24. Recognize situations in which cultural, linguistic, and ethnic bias influence teacher expectations of student achievement.
25. Relate successful instructional practices to improve student achievement in situations of cultural, linguistic, and ethnic bias of teachers.
26. Suggest methods for instructing ESOL students (English for Speakers of Other Languages).
27. Suggest strategies to facilitate cultural adjustment and cultural assimilation for ESOL students (English for Speakers of Other Languages).
28. Demonstrate for teachers integrated language processing strategies for organizing ideas, critically assessing ideas, creatively extending ideas, researching ideas, and communicating ideas.
29. Demonstrate for teachers research based comprehension strategies.
30. Design a program to encourage students to select reading as a personal activity.
31. Prepare a faculty handout that includes the salient points of a research article transferred into practical suggestions for instruction.
32. Prepare a review of a book with specific recommendations as to its value for a faculty.
33. Encourage both reading research and conducting action research to enhance literacy instruction.
34. Examine the change process in reference to improving the reading profession through professional standards and certification.

REQUIRED READINGS

1. Tompkins, Gail. Literacy for the 21st Century.
2. Two periodical articles.

REQUIREMENTS/ASSIGNMENTS

1. Mid Term Exam
2. Final Exam - open notebook exam

3. **Review of Two Periodical Articles**
 Situation: In a periodical focusing on reading research, you have discovered an article that would be particularly, relevant for your faculty. Your task is to prepare a handout that includes the salient point of the research translated into practical suggestions for instruction. The handout will be distributed at a faculty meeting accompanied by a brief commentary to promote teacher use.
4. **Critique of a Book**
 Situation: Your principal has received a recently published book about reading. You have been asked to critique the book and to provide specific recommendations as to its value for your faculty. You are to discuss your written response with the principal and justify purchase if warranted.
5. **Participation in Class Discussions**

EVALUATION SYSTEM

1. Mid term exam - 25%
2. Final exam - 35%
3. Review of periodicals - 20%
4. Critique of book - 10%
5. Participation in Class - 10%

CONTENT OUTLINE

CLASS 1

- I. Introduction to the role of the reading specialist
 - A. Threefold Role (3.4, 11.2, 11.4, 11.5, 12.3, 13.4, 13.5, 14.4)
 1. Instruction
 2. Resource (16.3)
 - a. Administrative staff (4.4)
 - b. Instructional staff (4.4, 13.4)
 - c. Paraprofessionals (15.1, 15.2, 15.3, 15.4)
 - d. Students
 - e. Home (5.8, 11.3)
 3. Assessment (10.2)

CLASS 2

- B. Federal, State and Local Influences (3.5, 4.3, 12.6)
 1. Education for All Handicapped Act
 2. Educational Accountability Act
 3. Maryland School Performance Program
 4. Program Standards
 5. Professional certification

Assignment: Text: Part I – Chapters 1 and 2

CLASS 3

- II. Organizing for instruction (2.9, 4.1, 5.6, 11.2, 11.4, 11.5, 12.5, 13.4)
 - A. Student referral
 - 1. Administrators and teachers
 - 2. ARD teams (12.7)
 - 3. Early identification teams (2.3)
 - 4. Home
 - 5. Standardized testing
 - 6. Nonpublic schools
 - B. Pupil Selection
 - C. Grouping
 - D. Scheduling
 - E. Instructional resource center

Assignment: Text: Chapters 12, 13, 14

CLASS 4

- III. Assessment for instructional programming (4.1, 10.2)
 - A. Standardized tests
 - 1. Criterion referenced tests
 - 2. Norm referenced tests
 - 3. Authentic tests
 - 4. Measurement concepts
 - a. Mean, median, mode, and quartiles
 - b. Percentiles, percentile rank, and cumulative percent
 - c. Stanines
 - d. Grade equivalent
 - e. Standard deviation
 - f. Standard error of measurement
 - g. Power of test item
 - h. Holistic scoring
 - i. Scoring rubric

CLASS 5

- B. Informal inventories
 - C. Systematic observation
 - D. Portfolio assessment
 - E. Ancillary diagnostic services
- Assignment: Text: Chapter 3

CLASS 6

Exam

CLASS 7

- IV. Providing for instruction (2.11, 5.2, 11.1, 12.2)
 - A. Planning
 - B. Self-concept and motivation
 - C. Teaching diagnostically
 - D. Utilizing volunteers
 - E. Adapting instructional strategies
 - 1. Deficits in word recognition - word attack

2. Deficits in word recognition – vocabulary (6.6)
3. Deficits in comprehension

Assignment: Text: Chapters 4 and 5

CLASS 8

- V. Resource role (5.1, 12.3, 13.1, 13.2, 13.3, 13.6, 16.4)
 - A. Aspects of role
 1. School-wide
 2. Administrators
 3. Instructional personnel
 4. Parents and community (5.8)
 5. Students
 - B. The change process
 1. Principles and procedures
 - a. Assessing readiness to change
 - b. Stages of change
 - c. Building commitment to change
 - d. Supporting effective implementation
 - e. Innovation and levels of use.
 2. Application
 - a. Decision Making
 - b. Standards for program assessment
 - c. Staff development
 - C. Adults as learners
 1. Characteristics of adult learners
 2. Teacher career stages
 3. Implications for staff development
 - D. Interpersonal relationships
 1. Fostering an effective collegial relationship
 2. Communicating effectively (5.8)
 3. Planning and decision making

CLASS 9

- E. Cultural, linguistic and ethnic expectations and student achievement (2.13)
 1. Rationale
 2. Instructional practices
 - a. Response opportunities
 - b. Acknowledgement
 - c. Wait time
 - d. Proximity
 - e. Reproof
 - f. Probing
 - g. Listening
 - h. Higher level questioning
 - i. Analytical feedback

CLASS 10

- F. Specific resource areas
 - 1. ESOL (English for Speakers of Other Languages) (1.2, 1.4, 3.2)
 - a. Bridging the cultural gap
 - (1) Cultural differences
 - (2) Facilitating cultural adjustment and assimilation
 - b. Methods and techniques
 - (1) Audio-lingual method
 - (2) Situational approach

CLASS 11

- 2. Comprehension - process strategies
 - a. Pyramid - organizing ideas
 - b. Square - critically assessing ideas
 - c. Extend the square - creatively extending ideas
 - d. Search and select - researching ideas
 - e. Readalog - communicating ideas

Assignment: Text: Compendium

CLASS 12

- 3. Comprehension - research based strategies (7.1)
 - a. K W-L
 - b. QAR
 - c. Reading guides
 - d. Reciprocal teaching
 - e. Request procedure
 - f. Response logs
 - g. Retelling (7.1)
 - h. Scamper
 - i. Semantic feature analysis
 - j. Semantic mapping and webbing
 - k. Story structure organizers
 - l. Think aloud
 - m. Truth-value statements
- 4. Personal reading programs (5.2)
 - a. Read-a-thons
 - b. Contests
 - c. Motivational
 - d. Extended

CLASS 13

Final Exam

READING LIST/BIBLIOGRAPHY

- 1. Adams, Marilyn Jager. Beginning to Read: Thinking and Learning About Print. University of Illinois at Urbana-Champaign: Center for the Study of Reading, 1990.

2. Adams, Marilyn J., Foorman, Barbara R., Lundberg, Ingvar, & Beeler, Terri. Phonemic Awareness in Young Children. Paul H. Brooks Publishing Co., 1998.
3. Allington, R.L. (1986) How policy and regulation influence instruction for at-risk learners: Why poor readers rarely comprehend well. In B.F. Jones & L. Idol (Eds.), Dimensions of thinking and cognitive instruction. Hillsdale, NJ: Erlbaum.
4. Alverman, D. and Moore, D. (eds.). Research Within Reach: Secondary School Reading. Newark, DE: International Reading Association, 1987.
5. Anderson, R.C., Hiebert, F.H., Scott, J.A. and Wilkinson, I. (eds). Becoming a Nation of Readers: The report of the Commission on Reading. Washington D.C.: National Institute of Education, 1985.
6. Bear, Donald R. and Templton, Shane (1998). Explorations in developmental spelling; Foundations for learning and teaching phonics, spelling and vocabulary. Reading Teacher, 52, 222-240.
7. Bellanca, James. Designing Professional Development for Change. Illinois: IRI/Skylight Training and Publishing, Inc., 1995.
8. Bossert, S.T. (1981). Understanding Sex Differences in Children's Classroom Experiences. Elementary Journal. 81.
9. Calhoun, Emily F. Teaching Beginning Reading and Writing with the Picture Word Inductive Model. The Association for Supervision and Curriculum Development, 1999.
10. Carr, E. (1985), The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention. Journal of Reading. 28, 684-689.
11. Cunningham, Patricia. Phonics They Use: Words for Reading and Writing. Harper Collins College Publishers, 1995.
12. Cunningham, Patricia M. and Allington, Richard L. Classrooms at Work. They Can All Read and Write. Addison-Wesley Educational Publishers Inc., 1999.
13. Defina, Allen A. Portfolio Assessment: Getting Started. Scholastic Professional Books, 1992.
14. Fiderer, Adele. Practical Assessments fir Literature-Based Reading Classrooms. Scholastic Professional Books, 1995.
15. Glazer, Susan M., Searfoss, Lyndon W. and Gentile, Lance M. (eds.). Reexamining Reading Diagnosis: New Trends and Procedures. Newark, DE: International Reading Association, 1988.
16. Hammond, E. How Your Students Can Predict Their Way to Reading Comprehension, Learning. 12, 62-64.
17. Hanggi, Gary M. and Visser, Evangelyn. Guided Reading in a Balanced Program. Teacher Created Materials, Inc., 1999.
18. Harris, T.L. and Cooper, E.J. (eds.) Reading, Thinking, and Conceptual Development: Strategies for the Classroom. New York: The College Board, 1985.
19. Heimlich, Joan E. and Pittelman, Susan D. Semantic Mapping: Classroom Applications. Newark, DE: International Reading Association, 1986.

20. Hillal Gill, Charlene and Scharer, Patricia. (1996). Why do they spell it on Friday and misspell it on Monday? Teachers inquiring about their students as spellers. Language Arts, 73, 89-96.
21. Johnson, D.D. and Johnson, F.V.H. "Highlighting Vocabulary in Inferential Comprehension Instruction." Journal of Reading. XXIX 622-625.
22. Kerman, S., Kimball, T., and Martin, M. Teacher Expectations and Student Achievement. Bloomington, Indiana: Phi Delta Kappa, 1980.
23. Mathes, Patricia., Howard, Jill K., Allen, Shelly H., and Fuchs, Douglas. (1998) Peer-assisted learning strategies for first-grader readers: Responding to the needs of diverse learners. Reading Research Quarterly 33 (1), 62-94.
24. Moore, David W., Readence, John E. and Rickelman, Robert J. Prereading Activities for Content Area Reading and Learning (2nd ed.). Newark, DE: International Reading Association, 1988.
25. National Research Council. Starting Out Right: A Guide to Promoting Children's Reading Success. National Academy Press, 1999.
26. Ogle, D.S. (1986). K-W-L: A Teaching Model that Develops Active Reading of Expository Text. Reading Teacher. 39, 564-570.
27. Oransanu, J. (eds.). Reading Comprehension: From Research to Practice. Hillsdale, NJ: Erlbaum, 1986.
28. Palinscar, A.S. and Brown, A.L. Interactive Teaching to Promote Independent Learning from Text. Reading Teacher. 39, 771-777.
29. Paris, S.G., Lipson, M.Y., and Vixson, K.K. Becoming a Strategic Reader. Contemporary Educational Psychology. 8, 293-316.
30. Pittelman, Susan D., Heimlick, Joan E., Berglund, Roberta L., and French, Michael P. Semantic Feature Analysis: Classroom Applications. Newark, DE: International Reading Association, 1991.
31. Raphael, T.E. Teaching Learners about Sources of Information for Answering Comprehension Questions. Journal of Reading. 27, 303-311.
32. Richek, M.A. "DRTA: 5 Variations that Facilitate Independence in Reading Narratives." Journal of Reading. 30, 632-636.
33. Rowe, M.B. (1986). Wait Time: Slowing Down May Be A Way of Speeding Up! Journal of Teacher Education. 43-50.
34. Rupley, William H., Logan, John W., and Nichols, William D. (1998-99). Vocabulary instruction in a balanced reading program. The Reading Teacher, 52, 336-346.
35. Samuels, S. Jay and Farstrup, Alan E. (eds.). What Research Has to Say about Reading Instruction (2nd ed.). Newark, DE: International Reading Association, 1992.
36. Scott, K.P. (1986). Effects of Sex-Fair Reading Materials on Pupils' Attitudes. Comprehension, and Interest. American Educational Research Journal. 23, 105-116.
37. Shanker, James., & Ekwall, Eldon E. Locating and Correcting Reading Difficulties. Prentice-Hall, Inc., 1998.
38. Snider, Nikki E. (1997). The relationship between phonemic awareness and later reading achievement. Journal of Education Research, 90, 201-213.

39. Stahl, S.A. and Miller, P.D. (1989). Whole Language and Language Experience Approaches for Beginning Reading. A Quantitative Research Synthesis. Review of Education Research. 59, 87-117.
40. Stewart, O. and Tej. O. Some Implications of Metacognition for Reading Instruction. Journal of Reading. 27, 36-43.
41. Tei, O. and Stewart, O. Effective Studying from Text: Applying Metacognitive Strategies. Forum for Reading. 16, 46-53.
42. Thelen, J. Preparing Students for Content Area Reading Assignments. Journal of Reading. 25, 544-549.
43. Tobin, K. (1989). The Role of Wait Time in Higher Cognitive Level Learning. Review of Educational Research. 67, 69-95.
44. Tompkins, Gail E. Literacy for the 21st Century A Balanced Approach. Prentice Hall, Inc., 1997.
45. Trelease, Jim. The New Read-Aloud Handbook. Penguin Books, 1989.
46. Vaughan, J.L. and Estes, T.H. Reading and Reasoning Beyond the Primary Grades. Boston: Allyn and Bacon, 1986.
47. Wagstaff, Janiel. Phonics That Work! New Strategies for the Reading and Writing Classroom. New York: Scholastic Books, 1994.
48. Wilhelm, Jeffrey D. "You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents. Teachers College, Columbia University, 1997.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS744 Reading, Writing and Study Skills in the Content Area (3credits)
INSTRUCTOR: Dr. Robert Peters
(410)617-5191
(410)803-9112 - Home
rpeters@loyola.edu

SCHEDULE:

Prerequisite: None

COURSE DESCRIPTION/OVERVIEW

Designed for teachers of content subjects. Provides an application of current theory and research into the teaching of reading, writing and study skills to the classroom situation. Through the development of assessment techniques and an awareness of individual differences of students, teachers develop a knowledge base which allows for the teaching of various strategies necessary for the understanding of content material.

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate a basic understanding of:

1. the theory of cognition;
 2. the importance of language development and vocabulary/concept development during content area instruction;
 3. word classification/typing system and its relationship to reading and writing;
 4. effective techniques and strategies for developing vocabulary and concepts;
 5. school factors that influence student learning;
 6. past and present researchers involved with content area instruction;
 7. the multiple causes of reading problems;
 8. the present state of reading research;
 9. the promotion of the language arts in content areas;
 10. various word identification skills, the three cueing systems, and the instructional implications for a content area;
 11. metacognition and self-cueing systems;
 12. various textbook organizational patterns and structures and its importance to text comprehension;
 13. the importance of adjusting reading rate (fluency) when interacting with text;
 14. various study skill techniques to promote understanding of content area information;
 15. a content area writing process for drafting, revising and editing written assignments;
 16. available sources for diagnostic and assessment information regarding students.
- Students will demonstrate the ability to:
17. apply reading, writing and/or study skills as an interactive and developmental process (unit presentation);

18. apply reading as the construction of meaning through prior knowledge, the text, and the context of the reading task;
19. blend process skills and product skills for instructional purposes;
20. allow students to be active learners in all areas of content area instruction;
21. use narrative text, expository text and non-print sources to promote reading growth and foster motivation;
22. model reading and/or writing as lifelong activities;
23. utilize formal and informal assessment techniques to link directly with instruction;
24. initiate and develop curriculum blending process and product skills into content area instruction;
25. provide students with developmentally appropriate instruction;
26. apply current literacy and content area research for instructional purposes.

REQUIRED READINGS

1. Richardson, J.S. and Morgan, R.F. (2000). Reading to Learn in the Content Areas. (4th ed.). Belmont, CA: Wadsworth Thomson Learning.

REQUIREMENTS/ASSIGNMENTS (14.1)

1. Attendance and participation in class discussions. If absent, have a member of the class collect handouts for you. Handouts will not be brought back to class the following week.
2. Critique and interpret current research pertaining to any content area. Please type the critique using the attached format. Generally one page, no longer than two pages. Due on or before mid-term exam. Present brief overview and copies of critique to class. (16.1)
3. Mid-term exam; recognition level- take home; exact date to be determined; grade will be doubled.
4. Final presentation: oral presentation of unit developed for content area instruction. Presentation time of approximately 15 minutes. Grade will be tripled. Suggested guidelines:
 - a. completed individually or in collaboration with fellow students;
 - b. reading, writing and/or study skills as an interactive and developmental process;
 - c. process skills (to include) that help students construct meaning from a variety of texts;
 - d. blending of process skills and product skills;
 - e. allows students to be active learners in all aspects of content area instruction;
 - f. utilizes narrative text, expository text and/or non-print sources to promote reading growth and foster motivation;
 - g. models and discusses reading, writing and/or study skills as lifelong activities.

EVALUATION SYSTEM

Grading

A = 8	A	=	46-48	96-100%
A- = 7	A-	=	41-45	91-95%
B+ = 6	B+	=	35-40	86-90%

B = 5	B =	29-34	81-85%
B- = 4	B- =	23-28	77-80%
C+ = 3	C+ =	17-22	74-76%
C = 2	C =	11-16	70-73%
F = 1	F =	0-10	69% or less
Total points = 48			

CONTENT OUTLINE

- I. Overview of Reading
 - A. Present State of Reading- Research from Reid Lyon (1.6, 2.2, 2.10, 2.11)
 - B. Research Generalizations/Instructional Implications (1.6, 2.2, 2.10, 2.11)
 - Becoming a Nation of Reader*
 1. Interactive/prior knowledge (1.5, 7.3)
 2. Fluency
 3. Strategic
 4. Motivation (5.2)
 5. K-12 process (1.1, 1.5, 5.3)
 - C. Content Area Reading (2.2, 2.10, 2.11)
 1. Attitudes and Perception
 2. Description of Content Area Reading (1.5)
 - a. Blend of Process and Product (1.6)
 - b. Cognitive and Affective Domains
 - c. Emphasis on Expository Text
 - D. Textbook Organization/Structure (2.2, 5.4)
 1. Organizational Patterns
 2. Instructional Implications
 - E. Comprehension and Assessment- Research from Dolores Durkin (2.2, 2.10, 2.11)
 - F. Reflection/Final Thoughts (16.2)
- II. Diagnostic Procedures in Content Area Classrooms (11.2)
 - A. Decision Model for Diagnostic Teaching (6.2, 10.2)
 1. Multiple Causes of Reading Problems (4.4)
 2. Grouping Issues
 3. Instructional Decision Making
 4. Feedback to and from Students
 - B. Formal and Informal Sources of Diagnostic Information/Link to Instruction (4.1, 10.2, 12.1, 12.2)
 1. Fellow Professionals and Paraprofessionals (16.6)
 2. Parents
 3. Record Folders
 4. Additional Sources
 - C. Group Administered Content Area Informal Reading Inventory (10.2, 12.2)
 - D. Individual Informal Reading Inventory/ Operational Definitions for Comprehension Assessment (10.2, 12.2)
 - E. Cloze Procedure (10.2, 12.2)

- F. Reflection/Final Thoughts (16.2)
- III. Vocabulary/Concept Development and Assessment in Content Area Classrooms (2.4, 6.6)
 - A. Overview/Rationale- Significance of Language Development Research from MSDE and John Pikulski (2.10, 4.4)
 - B. Word Classification/Typing System
 - 1. Type 1- Automaticity
 - 2. Type 2- Multiple Meaning
 - 3. Type 3- Low Abstract Concepts
 - 4. Type 4- High Abstract Concepts
 - 5. Instructional Implications and Concept Development Strategies
 - 6. Word Identifications Skills and Three Cueing Systems (6.1, 6.2, 6.3)
 - 7. Signal Words
 - C. Summary- Research from Herman and Dole
 - D. Reflection/Final Thoughts (16.2)
- IV. Thinking Skills in Content Area Classrooms (2.8, 7.4)
 - A. Overview/Rationale (2.10, 4.4)
 - 1. Defining the Problem- Research from Barry Beyer
 - 2. Practical Approaches- Research from Barry Beyer
 - B. Relationship between Thinking and Intelligence
 - C. Inferencing Skills
 - D. Instructional Implications
 - E. Reflection/Final Thoughts
- V. Organizing for Instruction in Content Area Classrooms (2.8, 5.1, 7.4)
 - A. Learning Strategies- Research from Deshler and Alley (4.4)
 - B. Metacognition and Self-cueing Strategies
 - C. Before Reading Activities (2.13)
 - D. During Reading Activities (2.13)
 - E. After Reading Activities (2.13)
 - F. Additional Strategies (2.13)
 - 1. S03R
 - 2. DRA
 - 3. DRTA
 - G. Reflection/Final Thoughts (2.13, 16.2)
- VI. Study Skills in Content Area Classrooms (8.1)
 - A. Overview/Rationale- Significance of Study Skills
 - B. Study Skills and Instructional Implications (8.2)
 - 1. Listening Skills
 - 2. Reading
 - 3. Math
 - 4. Social Studies/Science
 - 5. Research Skills
 - 6. Test Taking (8.5)
 - 7. Notetaking
 - 8. Homework
 - 9. Time Management (8.3)

- 10. Organizational Skills (8.3)
- C. Reflection/Final Thoughts (16.2)
- VII. Adapting Instruction in Content Area Classrooms (2.6, 2.9, 3.1, 12.2)
 - A. Overview/Rationale- Significance of Adapting Instruction
 - B. Developmentally Appropriate Instruction
 - C. Reflection/Final Thoughts (16.2)
- VIII. Integrated Language Arts in Content Area Classrooms (2.4, 2.6, 3.1, 5.6, 8.1, 9.1)
 - A. Overview/Rationale- Significance of Integrated Language Arts
 - B. Examples of Integrated Language Arts Activities
 - C. Content Area Writing Process
 - D. Reflection/Final Thoughts (16.2)

WEEKLY SCHEDULE

Week One

Syllabus- discuss/clarify/establish due dates for assignments
 Begin Overview of Reading
 Reid Lyon
Becoming a Nation of Readers
 Instructional implications
 Text: Chapters 1 and 2

Week Two

Continue Overview of Reading
 Content Area Reading
 Textbook Organization
 Comprehension- Testing and Teaching
 Instructional Implications
 Text: Chapters 3 and 5

Week Three

Begin Diagnostic Procedures
 Decision Model
 Formal/informal Sources
 Text: Chapter 4

Week Four

Continue Diagnostic Procedures
 Group Administered IRI
 Individual IRI
 Operational Definitions
 Cloze Procedure
 Text: Chapter 6
 Critique Presentations

Week Five

Begin Vocabulary/Concept Development
Rationale
John Pikulski; Maryland State Department of Education Information
Begin Word Classification System
Instructional Implications
Text: Chapter 8
Critique Presentations

Week Six

Complete Vocabulary/Concept Development
Complete Word Classification System
Instructional Implications
Word Identification Skills
Signal Words
Critique Presentations

Week Seven

Begin Thinking Skills
Barry Beyer
Inferencing Skills
Instructional Implications
Critique Presentations
Mid-term exam- take home; discuss/clarify
Text: Chapter 7

Week Eight

Mid-term exam due
Organizing for Instruction
Deshler and Alley
Metacognition and Self-cueing
Before-During-After Activities
Instructional Implications
Text: Chapter 11

Week Nine

Return mid-term exam- discussion
Study Skills
Rationale
Package of Study Skills- review/discuss
Instructional Implications
Text: Chapter 10

Week Ten

Adapting Instruction
Rationale
Developmentally Appropriate Instruction
Text: Chapter 12

Week Eleven

Integrated Language Arts
Rationale
Content Area Writing Process
Text: Chapter 9

Week Twelve and Thirteen

Unit Presentations
Closure

READING LIST/BIBLIOGRAPHY

1. Afflerbach, P. (1990). Engaged assessment of engaged reading. In L. Baker, P. Afflerbach, and D. Reinking (Eds.) *Developing engaged readers in home and school communities* (pp. 191-214). Hillsdale, NJ: Erlbaum.
2. Alverman, D., & Phelps, S.F. (1998). *Content reading and Literacy: Succeeding in today's diverse classrooms* (2nd ed.) Boston, MA: Allyn and Bacon.
3. Berger, A., & Robinson, H.A. (Eds.) (1982). *Secondary school reading: What research reveals for classroom practice*. Urbana, IL: ERIC Clearinghouse on Teaching and Communication Skills.
4. Dornan, R. (1997). *Multiple voices, multiple texts*. Portsmouth, NH: Boynton/Cook.
5. Irwin, J. W. , & Davis, C.A. (1980). Assessing readability: The checklist approach. *Journal of Reading*, 24,124-130.
6. Keene, E. O. , & Zimmermann, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.
7. Kutz, E. (1997). *Language and literacy*. Portsmouth, NH: Boynton/Cook.
8. Manzo, A.V. , & Manzo, U. (1997). *Content area literacy: Interactive teaching for active learning* (2nd ed.). Saddle River, NJ: Prentice Hall.
9. Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
10. Nelson, J. (1978). Some cautions for the content area teacher. *Journal of Reading*, 1978, 620-625.
11. Reehm, S.P. , & Long, S.A. (1996). Reading in the mathematics classroom. *Middle School Journal*, 25, 5.
12. Roe, B.F., Stoodt, B.D. , & Burns, P.C. (1998). *Secondary school literacy instruction: the content areas* (6th ed.). Boston: Houghton Mifflin.

13. Ruddle, M.R. (1997). *Teaching content reading and writing*. Boston: Allyn and Bacon.
14. Tierney, R. Readance, J. , & Dishner, E. (1990). *Reading strategies and practices: A compendium* (3rd ed.). Boston: Allyn and Bacon.
15. Vacca, R. T. , & Vacca, J.L. (1999). *Content area reading: Literacy and learning across the curriculum* (6th ed.). New York: Longman.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS758 Practicum in Reading And Written Expression
(6 credits)

INSTRUCTORS: Dr. Robert Peters / Dr. Bernard Keene
(410)617-5191
(410)803-9112 – Home
rpeters@loyola.edu

SCHEDULE: Summer 2001

Prerequisites: RS510 (K-12) Foundations of Reading Instruction; RS731 Classroom Techniques in Reading; RS737 (K-12) Diagnosis of Reading Disorders; RS738 Remedial Reading and Writing Techniques for Special Needs Students; RS739 (K-12) Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs

COURSE DESCRIPTION/OVERVIEW

An application course requiring students to diagnose and program for students with reading and/or other learning problems. Emphasizes use of appropriate assessment and instructional strategies focusing on the specific needs of the learner at the elementary and secondary level.

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate a basic understanding of:

1. allowing students to engage in all aspects of literacy; (2.4, 2.5, 2.6, 2.13)
2. instructional implications (best practices) from research in reading and related disciplines. (4.4)

Students will demonstrate the ability to:

3. teach reading as an interactive process: (1.1, 1.5)
4. utilize the student's prior knowledge, the information from the text, and the context of the reading situation when planning and implementing instruction: (1.5)
5. integrate knowledge of various language systems and the language arts when planning assessments, interpreting assessment results and planning for instruction; (4.2)
6. integrate components of emergent literacy when planning assessments, interpreting assessment results and planning for instruction; (12.4, 12.5, 12.6, 12.7)
7. align goals, instruction and assessment through the use of case studies; (4.1, 4.3)
8. provide individualized instruction based upon student's strengths and weaknesses; (3.4, 4.3)
9. assess spelling abilities based upon student's knowledge of orthographic patterns; (3.3)
10. apply principles for assessing literacy and the multiple causations of literacy difficulties when selecting appropriate assessments;
11. utilize a variety of texts and tradebooks for motivational purposes; (5.2)
12. model and discuss literacy as a lifelong activity; (2.4, 2.6, 2.13, 5.3)

13. provide students with a variety of written materials for authentic purposes; (5.4, 5.5)
14. provide students with the opportunity for personal responses to literature; (5.4, 5.5)
15. integrate the language arts into the content area; (2.13, 5.6)
16. utilize technology to support literacy learning; (2.4, 2.6, 2.13, 5.7)
17. plan and conduct parent seminars; (5.8, 11.3)
18. provide direct instruction and application of a variety of word identification skills: phonics; context; orthographic cues; syllabication; (2.14, 6.1, 6.2)
19. provide direct instruction, modeling and application of various comprehension strategies and questioning strategies; (2.14, 6.3, 6.4, 6.6, 7.1, 7.2)
20. provide direct instruction, modeling and application of various metacognitive strategies; (2.14, 7.1, 7.2)
21. provide direct instruction and application regarding text structures as an aid to comprehension; (2.14, 6.3, 6.4, 7.1, 7.2)
22. provide direct instruction and application of the importance of the conventions of standard written English as an aid to comprehension; (2.14, 7.5, 7.6, 9.3)
23. provide students with a variety of print, non-print, and electronic literacy sources; (2.14, 8.1)
24. provide direct instruction, modeling and application of varying reading rates depending upon purpose and difficulty of text; and provide direct instruction, modeling and application of various strategies to organize and remember information; (2.14, 8.2, 8.4)
25. provide direct instruction, modeling and application of various test taking strategies; (2.14, 8.5)
26. provide direct instruction, modeling and application of the components for an effective writing process; (2.14, 9.1)
27. select, administer, score and interpret a variety of formal and informal literacy assessments; (2.14, 9.2, 10.1, 10.2)
28. communicate with student their strengths and needs based upon assessment results; (2.14)
29. communicate with fellow professionals concerning assessment results and areas for instruction; (2.14, 11.1, 11.2)
30. differentiate instruction to meet the needs of students; (2.14, 3.1, 12.2)
31. select and evaluate developmentally appropriate materials to meet the needs of student's; (12.2)
32. reflect (daily logs) upon instruction provided to students. (12.2, 16.2)

REQUIRED READINGS

1. Burns, P.C. and Roe, B.D. (1999). Informal Reading Inventory – Preprimer to Twelfth Grade. (5th ed.). Boston, MA: Houghton-Mifflin.
2. Testing Manual from RS737 and RS739.

1. Student Folder
2. Case Study
 - Background Information
 - Testing Atmosphere
 - Summary of Tests Results Sheet
 - Overall Evaluation

These Will Be Graded

- July 20: Group Seminar 12:30 - 1:15
- July 26: Group Seminar 12:30 - 1:15
- Complete Case Studies are due.
- Submit the original plus one copy of each case study.** One is sent to the parents and one is kept on file. Also submit written logs for each student. **Also submit disks containing case studies.**
- July 28: Closing Ceremony 9:30 - 11:30
- All practicum students and clinic students are expected to attend. Details will be provided at a later date.

Summer Reading Clinic Date Checklist

June	23	Orientation Meeting
June	26	Individual Assessment
June	27	Individual Assessment
June	28	Individual Assessment
June	29	Group Seminar
July	5	Instruction; Small Group seminars
July	6	Instruction; Small Group seminars
July	7	Instruction; Small Group seminars Whole Group Seminar; Student Folders Due
July	10	Instruction; Small Group seminars
July	11	Instruction; Small Group seminars
July	12	Instruction; Small Group seminars Parent Seminars
July	13	Instruction; Small Group seminars Whole Group Seminar; Part 1 of Case Study Due
July	17	Instruction; Small Group seminars
July	18	Instruction; Small Group seminars
July	19	Instruction; Small Group seminars Parent Seminars
July	20	Instruction; Small Group seminars Whole Group Seminar; Parent Conferences Due
July	24	Instruction; Small Group seminars
July	25	Instruction; Small Group seminars
July	26	Instruction; Small Group seminars; Whole Group seminar; Parent Seminars; Final Case Studies Due
July	27	Last Day of Instruction
July	28	Closing Ceremony; Written logs Due

Instruction in Reading

Final Report of the Reading Professional Development Committee, Maryland State Department of Education, July 1999

Baer, G. T. (1999). *Self-paced phonics: A text for education* (2nd ed.). Columbus, OH: Merrill Publishers.

Bear, D. R., & Barone, D. (1998). *Developing literacy: An integrated approach to assessment and instruction*. New York: Houghton Mifflin Company.

Bromley, K. D. (1998). *Language arts: Exploring connections* (3rd ed.). Boston: Allyn and Bacon.

Brozo, W.G., & Simpson, M. L. (1999). *Readers, teachers, learners: Expanding literacy across the content areas* (3rd ed.). Columbus, OH: Merrill Publishers.

Burns, P. C., Roe, B. D., & Ross, E. P. (1996). *Teaching reading in today's elementary schools* (6th ed.). Boston: Houghton Mifflin Company.

Cooper, J. D. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Boston: Houghton Mifflin Company.

Dagostino, L., & Carifia, J. (1994) *Evaluative reading and literacy: A cognitive view*. Boston: Allyn and Bacon.

Eggen, P. D., & Kauchak, D. P. (1996). *Strategies for teachers: Teaching content and thinking skills* (3rd ed.). Boston: Allyn and Bacon.

Eldredge, J. L. (1999). *Phonics for teachers: Self-instruction methods and activities*. Columbus, OH: Merrill Publishers.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: good first teaching for all children*. Portsmouth, NH: Heinemann.

Gillet, J. W., & Temple, C. (1994). *Understanding reading problems: Assessment and instruction* (4th ed.). New York: Harper Collins College Publishers.

Graves, M. F., Juel, C., & Graves, B. B. (1998). *Teaching reading in the 21st century*. Boston: Allyn and Bacon.

Heilman, A. W. (1998). *Phonics in proper perspective* (8th ed.). Columbus, OH: Merrill Publishers.

Heilman, A. W., Blair, T. R., & Rupley, W. H. (1998). *Principles and practices of teaching reading* (9th ed.). Columbus, Ohio: Merrill Publishers.

- Hull, M. A., & Fox, B. J. (1998). *Phonics for the teacher of reading* (7th ed.). Columbus, Ohio: Merrill Publishers.
- Irvin, J. L. (1998). *Reading and the middle school student: Strategies to enhance literacy*. Boston: Allyn and Bacon.
- Lass, B., & Davis, B. (1985). *The remedial reading handbook*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Lund, N. J., & Duchan, J. F. (1988). *Assessing children's language in naturalistic contexts* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Manzo, A., & Manzo, U. (1990). *Content area reading: A heuristic approach*. New York: Macmillan.
- May, F. B. (1998). *Reading as communication: To help children write and read* (5th ed.). Columbus, Ohio: Merrill.
- McCormick, S. (1999). *Instructing students who have literacy problems* (3rd ed.). Columbus, Ohio: Merrill.
- Pappas, C. C., Kiefer, B. Z., & Levstik, L. S. (1999). *An integrated perspective in the elementary school: An action approach* (3rd ed.). New York: Longman.
- Pinnell G. S., & Fountas, I. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.
- Risko, V. J., & Kinzer, C. K. (1999). *Multimedia cases in reading education*. Boston: McGraw-Hill.
- Reutzel, D. R., & Cooter, R. B. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Columbus, OH: Merrill.
- Ruddell, R. B. (1999). *Teaching children to read and write* (2' ed.). Boston: Allyn and Bacon.
- Ruddell, R. B., & Ruddell, M. R. (1995). *Teaching children to read and write: Becoming an influential teacher*. Boston: Allyn and Bacon.
- Ryder, R. J., & Graves, M. F. (1998). *Reading and learning in the content areas* (2nd ed.). Columbus, Ohio: Merrill.
- Savage, J. F. (1998). *Teaching reading and writing: Combining skills, strategies, and literature* (2nd ed.). Boston: McGraw-Hill.

Shanker, J. L., & Ekwall, E. E. (1998). *Locating and correcting reading difficulties* (7th ed.). Columbus, Ohio: Prentice-Hall.

Shearer, A. P., & Homan, S. P. (1994). *Linking reading assessment to instruction: An application worktext for elementary classroom teachers*. New York: St. Martin's Press.

Tchudi, S., & Mitchell, D. (1999). *Exploring and teaching English language arts* (4th ed.) New York: Longman Publishers.

Assessment of Reading Instruction

Final Report of the Reading Professional Development Committee, Maryland State Department of Education, July 1999

- Barr, M. A., & Syverson, M. (1999). *Assessing literacy with the learning record: Handbook for teachers, grades k-6*. Portsmouth, NH: Heinemann.
- Barr, M. A., & Syverson, M. (1999). *Assessing literacy with the learning record: Handbook for teachers, grades 6-12*. Portsmouth, NH: Heinemann.
- Clay, M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Cunningham, P., & Allington, R. (1994). *Classrooms that work: They can all read and write*. New York: Harper Collins College Publishers.
- Fountas, I. C., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Goodman, Y., Watson, D. J., & Burke, C. L. (1987). *Reading miscue inventory: Alternative procedures*. New York: Richard C. Owen.
- International Reading Association. (1994). *Standards for the assessment of reading and writing*. Newark, DE: Author.
- Leslie, L., & Caldwell, J. (1995). *The qualitative reading inventory (2nd ed.)*. New York: Additional-Wesley Longman, Inc.
- Lipson, M., & Wixson, K. K. (1997). *Assessment and instruction of reading and writing disability: An interactive approach (2nd ed.)*. New York: Addison-Wesley Educational Publishers, Inc.
- Parson, L. (1990). *Response journals*. Portsmouth, NH: Heinemann.
- Rhodes, L. K. (Ed.). (1993). *Literacy assessment: A handbook of instruments*. Portsmouth, NH: Heinemann.
- Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher Gordon Publishers.
- Valencia, S. (1990). A portfolio approach to classroom assessment: The whys, whats, and hows. *The Reading Teacher*, 43, 338-340.
- Valencia, S., Hiebert, E. H., & Afflerbach, P. (1994). *Authentic reading assessment: Practices and possibilities*. Newark, DE: International reading Association.

Walker, B. J. (1992). *Diagnostic teaching of reading: Techniques for instruction and assessment (2nd ed.)*. Glenview, IL: Scott Foresman.

Witt, J. C. (1998). *Assessment of at risk and special needs children (2nd ed.)*. Boston: McGraw-Hill.

Woods, M. L., & Moe, A. J. (1999). *Analytical reading inventory (6th ed.)*. Columbus, Ohio: Prentice-Hall.

Materials for Teaching Reading

Final Report of the Reading Professional Development Committee, Maryland State Department of Education, July 1999

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Alexander, P. A., Kulikowich, J. M., & Jetton, T. L. (1994). The role of subject matter knowledge and interest in the processing of linear and nonlinear texts. *Review of Educational Research*, 64, 201-252.

Ambruster, B. B., & Armstrong, J. (1993). Locating information in text: A focus on children in the elementary grades. *Contemporary Educational Psychology*, 12, 139-161.

Anderson, R. C., Shirley, L. L., Wilson, P. T., & Fielding, L. G. (1987). Interestingness of children's reading material. In R. E. Snow and M. J. Farr (Eds.), *Aptitude, learning, and instruction: Vol. III. Cognitive and affective process analyses* (pp. 287-299). Hillsdale, NJ: Erlbaum.

Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to videotaped training format. *Journal of Educational Psychology*, 86, 235-243.

Catkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Chall, J. S., & Conrad, S. S. (1991). *Should textbooks challenge students? A case for easier or harder books*. New York: Teachers College Press.

Clay, M. (1991). *Becoming literate*. Portsmouth, NH: Heinemann.

Cochrane, O. (Ed.). (1992). *Questions and answers about whole language*. Katonah, NY: Richard C. Owen Publishing Company.

Codling, R. M., Gambrell, L. B., Kennedy, A., Palmer, B. M., & Graham, M. (1997). *The teacher, the text, and the context: Factors that influence elementary students' motivation to write* (Reading Research Report). Athens, GA: National Reading Research Center.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26, 325-346.

- Fisher, B. (1996). *Inside the classroom*. Portsmouth, NH: Heinemann.
- Garner, R. Brown, R., Sanders, S., & Menke, D. J. (1992). Seductive details and learning from text. In A. Renninger, S. Hidi, and A. Krapp (Eds.), *The role of interest in learning and development* (pp. 239-254). Hillsdale, NJ: Erlbaum.
- Goatley, V. J., Brock, C. H., & Raphael, T. E. (1995). Diverse learners participating in regular education Book Clubs. *Reading Research Quarterly*, 30, 352-380.
- Gollnick, D. M., & Chinn, P. C. (1994). *Multicultural education in a pluralistic society*. New York: Merrill.
- Goodman, K. (1993). *Phonics phacts*. Portsmouth, NH: Heinemann.
- Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Graves, M. F., Penn, M. C., Earl, J., Thompson, M., Johnson, V., & Slater, W. H. (1991). Improving instructional texts: Some lessons learned. *Reading Research quarterly*, 2, 110-122.
- Gray, S. H., Barber, C. B., & Shasha, D. (1991). Information search with dynamic text versus paper text an empirical comparison. *Educational Psychologist*, 32, 95-107.
- Guthrie, J. T., & Alao, S. (1997). Designing contexts to increase motivation for reading. *Reading Research Quarterly*, 23, 465-483.
- Guthrie, J. T., & Wigfield, A. (1997). *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.
- Harwayne, S. (1992). *Lasting impressions*. Portsmouth, NH: Heinemann.
- Hidi, S., & Baird, W. (1988). Strategies for increasing text-based interest and students' recall of expository text. *Reading Research Quarterly*, 23, 465-483.
- Hill, M. (1995). *Home: Where reading and writing begin*. Portsmouth, NH: Heinemann.
- Long, S. A., Winograd, P. N., & Bridge, C. A. (1989). The effects of reader and text characteristics on imagery reported during and after reading. *Reading Research Quarterly*, 24, 353-372.
- Morrow, L. M. (1992). The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds. *Reading Research Quarterly*, 27, 250-275.
- Pace, B. G. (1992). The textbook canon: Genre, gender, and race in U. S. literature. *English Journal*, 8, 33-38.

Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the literacy text*. Carbondale, IL: Southern Illinois University Press.

Routman, R. (1991). *Invitations: Changing as teachers and learners, k-12*. Portsmouth, NH: Heinemann.

Schraw, G., Bruning, R., & Svoboda, C. (1995). Sources of situational interest. *Journal of Reading Behavior, 27*(1), 1-17.

Short, K. (1972). Researching intertextuality within collaborative classroom learning environments. *Linguistics and Education, 4*, 313-333.

Stover, L. (1988). The uses of adolescent literature in teacher education. *Teaching Education, 2*, 50-56.

Swick, K. (1991). *Perspectives on understanding and working with families*. Champaign, IL: Stipes.

Voss, M. (1996). *Hidden illiteracies*. Portsmouth, NH: Heinemann.

LOYOLA COLLEGE
DEPARTMENT OF EDUCATION

COURSE: RS759 Current Issues in Reading and Language Arts
(3 credits)
INSTRUCTOR: Maryanne C. Ralls, M.Ed.
SCHEDULE: Fall 2001
Prerequisites: ED600 Foundations of Educational Research and/or consent of advisor

COURSE DESCRIPTION/OVERVIEW

Current issues in reading and language arts will be explored. Written/oral presentations of current practices and research in reading/language arts education will be the focus of the course. Staff development activities will be prepared and presented. (16.8)

COURSE OBJECTIVES/OUTCOMES

Students will demonstrate the ability to:

1. Discuss current issues in literacy instruction (5.7)
2. Communicate information about reading/language arts to colleagues, parents, and community stakeholders (11.4, 11.5, 16.8)
3. Interpret research findings related to reading/language arts instruction (2.11)
4. Conduct professional development experiences using principles of presentation design (16.6)
5. Write a research paper following APA guidelines (16.6, 16.7)

Students will demonstrate a basic understanding of:

6. Procedures for writing for publication (5.7)
7. Procedures for making presentations at professional conferences (16.6, 16.8)

REQUIRED READINGS

Publication Manual of the American Psychological Association, 5th edition. (2001)
Washington, DC: American Psychological Association

REQUIREMENTS/ASSIGNMENTS

1. Research Paper
 - a. Topic for paper must address a current issue in reading/language arts
 - b. Review of literature must include at least fifteen citations (also referenced in bibliography)
 - c. Body of paper must be of a reasonable length (12 - 15 pages)
 - d. Paper must use the following format:
 - Title Page
 - Table of Contents with Pagination (subtitles to be in the Table of Contents and body of paper)
 - I. Rationale for Selection of Topic
 - II. Review of Literature
 - III. Implications or Strategies for Instruction

IV. Conclusions
Bibliography
Appendix (if any)

2. Presentation
 - a. Presentation must be on the same topic as the research paper
 - b. Presentation should be interactive and include visuals
 - c. Presentation should concentrate on the implications or strategies for instruction
3. Attendance (More than one unexcused absence will reduce your grade)

EVALUATION SYSTEM

1. Research Paper - 50% of grade
2. Presentation - 50% of grade

CONTENT OUTLINE

- I. Presentation Design
 - A. Questions of presentation design
 - B. Determining/achieving intended outcomes
 - C. Choosing presentation format
 - D. Event design model
 - E. Scaffolding presentations
 - F. Selecting outcomes, objectives, and content
- II. Presentation Stages
 - A. Pre-opening/logistics
 - B. Opening
 - C. Body
 - D. Closing
 - E. Post-closing
- III. Balancing Presentations
 - A. Audiences
 - B. Visuals
 - C. Balance techniques
- IV. Learner-centered Principles
- V. Relaxation Techniques
- VI. Writing for Publication/Presenting at Conferences

SCHEDULE OF CLASSES AND TOPICS

<u>Class</u>	<u>Date</u>	<u>Topics</u>
1	Sept 18	Course Orientation and Requirements Presentation Design and Stages
2	Sept 25	Research Using Electronic Media
3	Oct 2	Balancing Presentations
4	Oct 9	Creating Multimedia Presentations Preparing for Publication/Presentation
5	Oct 16	Presentation

6	Oct 23	Presentation
7	Oct 30	Presentation
8	Nov 6	Presentation
9	Nov 13	Presentation
10	Nov 20	Presentation
11	Dec 4	Presentation
12	Dec 11	Presentation

RECOMMENDED READINGS

1. Allington, R.L., and Walmsley, S.A. (1995). No quick fix: Rethinking literacy programs in America's elementary schools. Newark, DE: International Reading Association.
2. Anderson, R.C., Heibert, E.H., and Scott, J.A. (eds.) (1985). *Summary: Becoming a nation of readers: The report of the Commission of Reading*. Washington, D.C.
3. Brisk, M.E., and Harrington, M. (2000). Literacy and bilingualism: A handbook for all teachers. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
4. Burns, B. (1999). How to teach balanced reading and writing. Skylight: Arlington Heights, IL.
5. Fehring, H., and Green, P. (eds.) (2001). Critical literacy: A collection of articles from the Australian Literacy Educator's Association. Newark, DE: International Reading Association.
6. Flippo, R. (ed.) (2001). Reading researchers in search of common ground. Newark, DE: International Reading Association.
7. McQuillan, J. (1998). The literacy crisis: False claims, real solutions. Portsmouth, NH: Heinemann.
8. Strickland, D., and Morrow, L. (eds.) (2000). Beginning reading and writing. Newark, DE: International Reading Association.

SUGGESTED JOURNALS

1. The Reading Teacher (International Reading Association)
2. Language Arts (National Council for Teachers of English)

SUGGESTED WEBSITES

1. www.reading.org (International Reading Association)
2. www.readingonline.org (International Reading Association)
3. www.ncte.org (National Council for Teachers of English)

Name: _____

Research Papers Checklist

READ CAREFULLY. FAILURE TO COMPLY COULD BE HAZARDOUS TO YOUR GRADE

- __1. Paper is typed or printed by a word processor.
- __2. Paper has been proofread for mechanics, spelling errors, and typos. (Errors corrected by hand are unacceptable. More than five errors will reduce the paper's grade to the next lower grade and each subsequent five errors in the same manner, i.e. six to ten errors -A to A-, 11 to 15 errors - A- to B+, etc.)
- __3. Paper has all of the components listed on the syllabus. It may include an appendix or abstract if desired.
- __4. Paper follows the APA format for citations.
- __5. Paper is not written in the first person singular, plural or possessive.
- __6. Body of the paper is of reasonable length (12 to 15 pages). Title page, table of contents, references and optional are not part of the body of the paper.
- __7. At least fifteen references are included in the bibliography and at least a comparable number of citations are included.
- __8. Conventions in the use of Arabic numbers are followed (spell any number less than two digits, do not begin a sentence with an Arabic number, use Arabic numbers for dates, addresses, dollars and cents, decimals, percents, measurements).
- __9. Each item is checked after you have reviewed your final draft.
- __10. Checklist is included with your research paper.

Most common errors: misuse of its and it's, misuse of `s and s', misuse of then and than, misspelling of separate, putting period before citation at the end of a sentence, improper subject-predicate agreement especially in the presence of compound subjects or prepositional phrases, informal language (i.e. lots of, kids)

Grade: _____

HONOR CODE

The Honor Code states that all students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are the products of their own mind demonstrate respect for themselves and the community in which they study. All outside resources of information should be clearly acknowledged. If there is any doubt or questions regarding the use and documentation of outside sources for academic assignments, your instructor should be consulted. Any violations of the Honor Code will be handled by the Honor Council.

RS 759 CURRENT ISSUES IN READING AND LANGUAGE ARTS

Name: _____ **Date:** _____

Topic: _____

Evaluation Scale: 1(F) 2(D) 3(C) 4(B) 5(A)

Evaluation Categories: Poise/Style, Content, Organization, Visuals, Time

Evaluation:

_____ Poise/Style _____ Content _____ Organization _____ Visuals _____ Time

Time: Time Began _____ Time Ended _____ **Grade:** _____

Comments: Three by Three Rule

Remember: Do not read your presentation

Move around

Humor helps

Try to have professional looking visuals

Transparencies should not be excessively long

If you read from a transparency, comment as you read

If you use a video, it should not exceed ten minutes

evalscale