Course Syllabus: REA 638

Early Childhood & Elementary Education Credit Hours: 3

I. **Course Title:** Assessment and Instruction of Children with Reading Difficulties

II. **Catalog Description:** A study of the causes of reading difficulties and procedures used to support students with reading difficulties. Approaches reading difficulty from a holistic view. Attention is given to technology-based assessment strategies, curriculum materials, and remedial procedures for correction. Prerequisite: REA 612

III. **Purpose:** The purpose of REA 638 is to help teachers improve reading instruction by assisting them in creating supportive environments for language learners and for students who are learning English as their second language; extending and refining their understanding of reading and writing processes and development; implementing effective technology-based instructional strategies and curriculum materials; understanding problems of struggling readers; and using and understanding informal assessment techniques.

IV. **Course Objectives:** The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective and enclosed in parentheses are numbers which reference the Kentucky Experienced Teacher Standards and the International Reading Association's Standards for Reading Professionals. As a result of participation in this course, student will:

A. Compare and contrast traditional diagnosis and remediation with current trends in assessment and instruction of struggling readers (ETS II; IRA 2.1, 4.3, 4.4).

B. Describe and create a supportive environment for language learners and for students who are learning English as their second language (ETS IV; IRA 4.1, 4.2, 4.3, 4.4);

C. Implement instructional and assessment techniques from course lectures and readings to improve instruction for diverse learners (ETS V, VI; IRA 3.3, IRA 4.2, 4.3);

D. Implement technology-based instructional strategies in regard to prereading, in-processing reading (fluency, comprehension, strategy use), and postreading (ETS III, V; IRA 2.2);

E. Explain the processes of reading and writing from a emergent literacy perspective (ETS II);

F. Incorporate technology to keep systematic and appropriate records to document assessment and instruction of K-12 children.(ETS VI; IRA 2.2);

G. Reflect on his/her teaching and learning (ETS VII);

H. Establish the climate of the collaborative classroom, manage and organize multiple reading groups (IRA 2.1);

I. Provide a wide range of curriculum materials for learners at different stages of reading and writing development that accurately portray other cultures (IRA 2.3).
V. Content Outline:

A. Foundations of remedial and clinical reading instruction
B. Causes and correlates of cultural and individual differences in reading ability
C. Assessment for identification of reading problems
D. Assessment for verifying general reading level
E. Assessment for identifying specific strengths and weaknesses in reading
F. Important principles of remedial and clinical reading instructions for students from different cultural and linguistic backgrounds
G. Reading instructions for special populations
H. Create literate environment to motivate learners to be lifelong readers
I. Implement technology-based instructional practices for struggling readers
J. Examine how to group and deal with students’ needs, experiences, levels, and interests.

VI. Instructional Activities:

Instructional methods will be a mixture of instructor presentations, field experiences, group discussions, problem solving, collaborative group work, independent readings and both group and independent assignments. The model of the reflective decision-maker as the foundation of teacher development, including learning techniques for reflection and self improvement, will be emphasized in all aspects of the course and assignments.

VII. Field and Clinical Experiences:

Students will be expected to apply various assessment methods in the classroom or other educational settings.

VIII. Resources:

A. Read and Write Gold Computer Program
B. Journals and text at Waterfield Library
C. Blackboard

IX. Grading Procedures
A. Course Requirements:
1. Learning from Text (Presentation)
2. Completion of a reflection/reaction journal (five entries).
4. Conduct running records to assess a student who is learning English as his/her second language and make instructional decisions.
B.  
- Learning from text (Presentation) 100 Points  
- Article Responses/Reflections (Five Entries) (Paper) 100 Points  
- Running Records of an ESL Student 50 Points  
  ▪ Total 250 Points

C. Grading Scale:

225-250 Points = A  
200-224 Points = B  
175-199 Points = C  
150-174 Points = D  
Below 150 Points = E

X. Attendance Policy:

This course adheres to the policy published in the MSU Graduate Bulletin.
Students are expected to attend all sessions, to research, read, and study current issues in reading instruction, to be active participants and contributors, and to complete all class assignments to the best of their ability. Class attendance and achievement are highly correlated. More than two unexcused absences will lower the final grade. Students are expected to submit all assignments on time and to make arrangements with other students regarding class notes if an absence is necessary.

Make up Exam Policy: All students are expected to be present for all class periods. For substantial and unavoidable reasons, a make up exam may be scheduled.

XI. Text:


XII. Prerequisites: REA 612 and REA 628

XIII. Academic Honesty Policy: (adopted by Board of Regents, February 14, 1975)
Cheating, plagiarism (submitting another person’s material as one’s own or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student’s own work.