Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

SERD 6040
Reading Diagnosis, Remediation, and Management: Transitional Readers
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

The purpose of this course is to enable teachers to diagnose, remediate, and manage varying reading comprehension competences effectively in transitional readers. SERD 6030 is the recommended prerequisite, but we will have a review of some of the information for those who have not had it.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS *(subject to change)*

Jennings, J. H., Caldwell, J. & Lerner, J. W. (2006). *Reading Problems: Assessment and Teaching Strategies, 6th ed.* New York: Pearson.

Shanker, J. L. & Cockrum, W. A. (2013). *Locating and Correcting Reading Difficulties, 10th ed.* New York: Pearson.

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

Students will:
1. Apply the comprehension skills and related teaching strategies under the five cognitive dimensions of reading, according to the 2009 NAEP report: preparing for reading, locating and recalling, integrating and interpreting, critiquing and evaluating, and monitoring understanding. (InTASC S7, $CPL_{2.1, 2.2}$)
2. Assess, diagnose, and plan for comprehension instruction using research-based comprehension strategies. (InTASC S6, $AL_{3.2}$)
3. Use a teaching protocol that includes direct instruction on comprehension with gradual release of responsibility. (InTASC S7, $CPL_{2.1, 2.2, 2.3}$)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (example assignments)

1. Response to readings: Throughout the course, students will be asked to read portions of the Jennings et al. (2006) or other identified articles and respond to specific questions while referencing their own teaching situation. These responses will be sent directly to the instructor. (CO 1)
2. Application and analysis activities: Students will be asked to analyze classroom-based videos and apply ideas in their own classroom. These assignments will be paired with an online posting and discussion among the group. (CO 1, 2)
3. Case study: Students will work with and apply strategies with a child who is a transitional reader (at least 2nd grade level reading skills) with comprehension problems (when students have picked children who did not have basic reading skills, they were unable to complete this assignment). This can be a student of any age. You may choose a child in your classroom, at your school, or a neighbor's child. You will need to have about 30 minutes access to this child on 6 different occasions. (CO 3)
4. Professionalism: All students will be judged throughout the course on expectations that include (but are not limited to) attendance, active engagement, assignments turned in on time, and professionalism in all matters.

COURSE EVALUATION

Assignment	{pomts
Response to readings	4 responses, 6 points each for 24 possible points
Application & Analysis Activities	4 activities with postings, 6 points each for 24 possible points
Case Study	All sections of the case study equal 50 possible points

Participation/engagement	10 possible points

All assignments will be given a numerical grade. Points (up to 10%) will be deducted for spelling, punctuation, and grammatical errors for all submitted assignments. However, in order to be eligible to earn a grade of "A" for the course, students must complete and submit all required assignments, quizzes, and tests.

Note: As the instructor of this course, I reserve the right to add or delete objectives and assignments depending upon the progress made by the class.

Letter grades will be determined by the following scale (with no rounding):

A = 90-100%   C = 79-70%   F = 59% and below
B = 89-80%   D = 69-60%

ATTENDANCE POLICY

Read professionalism.

PROFESSIONALISM

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being given a lower grade or withdrawn from the course and given a grade of "WF" if the behavior continues.

Students are expected to communicate professionally and exemplify the following dispositions in their coursework as well as their actions:

- Value the importance of ongoing curriculum development, implementation, and assessment.
- Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.
- Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.
- Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act

of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.