

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

**SERD 6060
Problems in Learning to Read: Comprehension
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 effectively assess and manage varying reading comprehension competences in transitional readers. 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)

Internet access

Jennings, J. H., Caldwell, J., & Lerner, J. W. (2006). *Reading Problems: Assessment and Teaching Strategies, 5th ed.* New York: Pearson.

Klingner, J.K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties.* Guilford Press.

Additional readings and research may be required throughout the course

COURSE OBJECTIVES

1. Apply the comprehension skills and apply 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. Discussion Postings: Throughout the course, students will be asked to read portions of the textbooks or other identified articles and respond to specific questions while referencing their own teaching situation. These will be posted on “Discussions”.
2. Application & Analysis Activities: Students will work with and apply strategies with a child or small group of children with basic reading skills but comprehension problems. (When students have chosen children who didn’t have basic reading skills, they were unable to complete this assignment.) You may choose students in your classroom, at your school, or a in your neighborhood. You will need to have regular access to these children. Application and analysis reports will be posted in the “Dropbox”.
3. Communication Project: Students will create a communication project designed to help parents and other teachers understand the issues related to comprehension. This project can be an electronic newsletter, a wiki, or a website. Information for this project will be collected through course assignments as well as independent research. All information presented through this project must be referenced using APA style formats. A PDF copy of your newsletter or link to your web/wiki site will be posted on “Discussions”.

COURSE EVALUATION

Assignment	Points
Discussion Postings	4 discussions, 6 points each for 24 possible points (See Discussion Rubric at end of syllabus)
Application & Analysis Activities	4 activities with postings, 6 points each for 24 possible points (See Analysis Rubric at end of syllabus)
Communication Project	40 possible points

Participation/engagement	10 points
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ATTENDANCE POLICY

The syllabus states that participation/engagement will count for 10 points toward your final grade. Learning is socially constructed and more experience is gained when we communicate and engage with others.

To get your points for your participation & engagement, the GoVIEW tracking device will be used to see when and how often each student enters the course, reads course content, and engages in discussions. This information is used to track your progress (as referenced on the discussion rubric) and determine your engagement with the course contents, activities, and each other.

PROFESSIONALISM

Students are expected to use professional language in all discussions and to be courteous to all.

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>.

Analysis Rubric for SERD 6060

Criteria	Meets 2 points	Partially Meets 1 point	Does Not Meet 0 points
Assessment	<ul style="list-style-type: none"> - Analysis includes appropriate documentation of investigation. - Includes evidence of assessments used with students or pre/post assessments used with groups. - Documentation aligns to the teaching/learning description. 	<p>Analysis either does not include appropriation documentation of investigation or does not include evidence of assessments.</p> <p>OR</p> <p>Documentation partially aligns to the teaching/learning description.</p>	<p>Documentation is incomplete, omitted, or does not align to the teaching/learning description.</p>
Teaching/Learning	<ul style="list-style-type: none"> - Analysis includes a clear description of the instruction or investigation attempted and the student's reaction. - Teaching/learning is related to the assignment. 	<ul style="list-style-type: none"> - Analysis includes a clear description of the instruction or investigation attempted or the student's reaction. - Teaching/learning is partially related to the assignment. 	<p>Description of the teaching/learning is unclear, incomplete, omitted, or is unrelated to assignment.</p>
Analysis	<p>Analysis includes a serious consideration of the student, the materials, and the learning.</p> <p>Additionally, the analysis includes a plan for future adjustments to instruction that might improve learning for students.</p>	<p>Analysis includes a serious consideration of the student, the materials, and the learning.</p> <p>OR</p> <p>The analysis includes a plan for future adjustments to instruction that might improve learning for students.</p>	<p>Analysis omits consideration of the student(s), materials, or learning; or consideration is vague of any of these; or plan for future adjustments to instruction is vague.</p>

Discussion Rubric for SERD 6060

Criteria	Meets 2 points	Partially Meets 1 point	Does Not Meet 0 points
Engagement	- Student gives evidence of reading the majority of the postings and has clearly encouraged others to consider alternative options or ideas.	- Student gives evidence of reading some of the postings or has encouraged others to consider alternative options or ideas.	- Student gives evidence of reading few of the postings or encouraged others to consider alternative options or ideas.
Content	- Student responds to all questions in a timely manner. - Comments are appropriate and clearly show consideration of the reading assigned.	- Student responds to most questions in a timely manner. - Comments are appropriate and show some consideration of the reading assigned.	- Student responds to most questions in a timely manner. OR - Comments are appropriate and show some consideration of the reading assigned.
Style	- The information is presented using acceptable conventions of writing, with few or no errors. - Most important points from the text(s) are well referenced.	- The information is presented using usually acceptable conventions of writing, with some errors. - Some points from the text(s) are referenced.	- The information is presented using acceptable conventions of writing, with many errors. - Few points from the text(s) are referenced.