



SUBR - 2022 Spring Main (SUBR) - Diagnosis/Corr of Read Diff (CRIN-349B-01)

CRIN-349

Spring 2022 Section 30874 01/12/2022 to 05/30/2022

Description

This course examines the multiple facets of diagnosing and correcting reading problems among students. It gives candidates concrete methods of identifying and correcting reading difficulties. The importance of direct instruction, motivational learning activities, and abundant practice is stressed throughout this course. Candidates are required to construct their own diagnostic kits during this course.

Objectives

Curriculum and Instruction Program Learning Outcomes

Outcome 1: The Learning and Learning

Graduates of the teacher preparation program will be able to demonstrate understanding of how learners grow and develop, design and implement developmentally appropriate differentiated instruction and create an environment that supports individual and collaborative learning.

Outcome 2: Content

Graduates of the teacher preparation program will be able to demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that allow learners to engage in critical thinking, creativity, and problem solving.

Outcome 3: Instructional Practice/Assessment

Graduates of the teacher preparation program will be able to plan and use multiple methods of assessment to engage learners in their own growth, by drawing upon knowledge of content areas, curriculum, and pedagogy and using a variety of instructional strategies.

Outcome 4: Professional Responsibility

Graduates of the teacher preparation program will be able to engage in ongoing professional learning and seek appropriate leadership roles and opportunities to take responsibility for students learning while collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes

After successful completion of the course students will:

1. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts. [Lecture activities](#).
2. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts. [Lecture activities](#), [case studies](#), [Level 2 field experiences](#), [field experience reflections](#).
3. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development. [Lecture activities](#), [case studies](#), [Level 2 field experiences](#), [field experience reflections](#).
4. The teacher candidate applies knowledge of the relationships among speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading instruction to enhance students' reading and writing development. [Level 2 field experiences](#), [field experience reflections](#).
5. The teacher candidate selects or designs and implements instruction that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, as determined by age- or grade-level standards. [Case studies](#), [Level 2 field experiences](#), [field experience reflections](#).
6. The teacher candidate selects or designs and implements instruction that develops students' ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences). [Case studies](#), [Level 2 field experiences](#), [field experience reflections](#).
7. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' ability to read, understand, and demonstrate understanding of a range of grade-level complex texts to inform and adjust planning and instruction. [Level 2 field experiences](#), [field experience reflections](#).

Materials

Judith R. Birsh, & Suzanne Carreker. (2018). *Multisensory Teaching of Basic Language Skills: Vol. Fourth edition*. Brookes Publishing.

While [there are no textbooks to purchase](#) for this course, you do need to opt into Follett Access to receive the required voucher for your Praxis exam. As part of the course, you will be required to register for the exam (5002), take the exam, and submit your score report to Dr. Stewart before the last day of classes.

Deliverables

Grading Category	Description of Coursework
<p>Class Participation</p> <p>70%</p>	<p>Participation: During class discussions and activities, students are expected to use academic language related to reading instruction and to engage in discussions by asking and answering questions and sharing text-to-text, text-to-self, and text-to-world connections. Discussion forums are just one way that students will be able to demonstrate their understanding of the course content.</p> <p>Lecture Activities: Class assignments will include various learning assignments, including collaborative learning circles and presentations in which student groups actively complete and report out for each course reading.</p> <p>Quizzes: The quizzes will be based on the reading assignments from the textbook and completion of pretests and posttests for each reading assignment. These short tests will be taken in Moodle or Microsoft Forms and will typically include about 10 multiple choice items and 1 short answer item.</p>
<p>Field Experience Modules and Midterm</p> <p>15%</p>	<p>Field experiences are designed for teacher candidates to engage in professional development and – as Level 2 pre-service teaching candidates – to provide one-on-one and small group ELA instruction to elementary school children in grades 1-5. Students will be required to earn 20 hours of field experiences by participating in various online professional development and teaching experiences. Students will document these experiences with the relevant completed Appendices from the Southern University School of Education Field Experience Handbook as well as in-depth summaries and reflections of those experiences. Collectively, these documents are called the "Field Experience Module," and they are worth 15% of the final course grade. In addition, a student cannot earn a passing grade in the course (A, B, or C) without completing the Field Experience Module (which equates to the 20 required field experience hours for the course).</p>
<p>Midterm - Case Study</p>	<p>Students will be required to complete an IRIS case study set. Students will document their work in a written report and present their processes and findings in a multimedia case study.</p>

Final - Unit Plan 15%	Students will complete a second IRIS case study set. Completion will be documented in written report and presented with a multimedia presentation (PowerPoint, Google Slides, Prezi, etc.).
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✓ Evaluation

See the following sections: Outcomes, Deliverables.

📅 Schedule

First Day of Classes		Last Day to Add/Drop	
Last Day to Add/Drop			
1	Thu. 1/27	Course Overview	Syllabus Review Activities
Tuesday 2/1 Last Day to Drop with a W Show - No Show Deadline			
2	Tue. 2/1	Review of the Five Building Blocks of Evidence-Based Reading Instruction 1. Lecture and Application Activities. Phonological and Phonemic Awareness.	-Phonological and Phonemic Awareness Pretest -Reading Rockets: Reading 101: Collaborative Reading Guide: Group Activity -Partner Review of and Engagement with Related Instructional Practices -Written Reflection Based on Instructional Practice -Phonological and Phonemic Awareness Posttest
2	Thu. 2/3	Review of the Five Building Blocks of Evidence-Based Reading Instruction 2. Lecture and Application Activities. Phonics.	-Phonics Pretest -Reading Rockets: Reading 101: Collaborative Reading Guide: Group Activity -Partner Review of and Engagement with Related Instructional Practices -Written Reflection Based on Instructional Practice -Phonics Posttest

<p>Tuesday 2/8 at 5:00 pm School of Education Spring Convocation</p>			
3	Tue. 2/8	Review of the Five Building Blocks of Evidence-Based Reading Instruction 3. Lecture and Application Activities. Fluency.	<ul style="list-style-type: none"> -Fluency Pretest -Reading Rockets: Reading 101: Collaborative Reading Guide: Group Activity -Partner Review of and Engagement with Related Instructional Practices -Written Reflection Based on Instructional Practice -Fluency Posttest
3	Thu. 2/10	Review of the Five Building Blocks of Evidence-Based Reading Instruction 4. Lecture and Application Activities. A. Phonological and Phonemic Awareness B. Phonics C. Fluency	<ul style="list-style-type: none"> -Lecture: Reading Rockets: Target the Problem -Finish and Present Written Reflections
4	Tue. 2/15	Review of the Five Building Blocks of Evidence-Based Reading Instruction 5. Lecture and Application Activities. Vocabulary.	<ul style="list-style-type: none"> -Vocabulary Pretest -Reading Rockets: Reading 101: Collaborative Reading Guide: Group Activity -Partner Review of and Engagement with Related Instructional Practices -Written Reflection Based on Instructional Practice -Vocabulary Posttest
4	Thu. 2/17	Review of the Five Building Blocks of Evidence-Based Reading Instruction 6. Lecture and Application Activities. Comprehension.	<ul style="list-style-type: none"> -Comprehension Pretest -Reading Rockets: Reading 101: Collaborative Reading Guide: Group Activity -Partner Review of and Engagement with Related Instructional Practices -Written Reflection Based on Instructional Practice -Comprehension Posttest
<p>Sunday 2/20 from 5:00 pm to 8:00 pm JCPenney Suit-Up Event Registration Required https://www.subr.edu/form/263</p>			
5	Tue. 2/22	Review of the Five Building Blocks of Evidence-Based Reading Instruction 7. Lecture and Application Activities. D. Vocabulary E. Comprehension	<ul style="list-style-type: none"> -Lecture: Reading Rockets: Target the Problem -Finish and Present Written Reflections
<p>Wednesday 2/23 from 10:00 am to 3:00 pm Career Exploration Day F.G. Clark Activity Center (Minidome) https://www.subr.edu/assets/subr/CareerServices/Spring-2022-Save-the-Date.jpg</p>			

5	Thu. 2/24	IRIS Module: RTI 1. Overview	-Student-Led Professional Learning Community -Develop and Present Multimedia Presentation
Monday 2/28 & Tuesday 3/1 Mardi Gras			
6	Thu. 3/3	IRIS Module: RTI 2. Assessment	-Student-Led Professional Learning Community -Develop and Present Multimedia Presentation
Monday 3/7 - Friday 3/11 Midterm Examinations			
7	Tue. 3/8	Midterm Exam 1. IRIS Case Studies 1.	IRIS Module: Fluency and Word Identification: Grades 3–5: Written Reports
	Thu. 3/10	Midterm Exam 2. IRIS Case Studies 2.	IRIS Module: Fluency and Word Identification: Grades 3–5: Group Presentations
8	Tue. 3/15	IRIS Module: RTI 3. Reading Instruction	-Student-Led Professional Learning Community -Develop and Present Multimedia Presentation
	Thu. 3/17	IRIS Module: RTI 4. Putting It All Together	-Student-Led Professional Learning Community -Develop and Present Multimedia Presentation
9	Tue. 3/22	IRIS Case Studies 3.	IRIS Module: Comprehension and Vocabulary: Grades 3–5: Written Reports
	Thu. 3/24	IRIS Case Studies 4.	IRIS Module: Comprehension and Vocabulary: Grades 3–5: Group Multimedia Presentations
10	Tue. 3/29	Multisensory Teaching of Basic Language Skills 1. Lecture Activities.	Multisensory Teaching of Basic Skills Pretest Chapter 8. The Role of Executive Function in Literacy Instruction Collaborative Learning Circles and Group Multimedia Presentations
	Thu. 3/31	Multisensory Teaching of Basic Language Skills 2. Lecture Activities.	Chapter 9. Teaching Reading: Accurate Decoding Collaborative Learning Circles and Group Multimedia Presentations
11	Tue. 4/5	Multisensory Teaching of Basic Language Skills 3. Lecture Activities.	Chapter 10. Teaching Spelling Collaborative Learning Circles and Group Multimedia Presentations

	Thu. 4/7	Multisensory Teaching of Basic Language Skills 4. Lecture Activities.	Chapter 12. Fluency in Learning to Read: Conceptions, Misconceptions, Learning Disabilities, and Instructional Moves Collaborative Learning Circles and Group Multimedia Presentations Multisensory Teaching of Basic Skills Posttest
12	Tue. 4/12	Level 2 Field Experiences 1.	Administer Preassessment to Students Review Student Assessment Data
Thursday 4/14 & Friday 4/15 Spring Break			
13	Tue. 4/19	Level 2 Field Experiences 2.	Individual and Small Group Tutoring
	Thu. 4/21	Level 2 Field Experiences 3.	Individual and Small Group Tutoring
14	Tue. 4/26	Level 2 Field Experiences 4.	Individual and Small Group Tutoring
	Thu. 4/28	Level 2 Field Experiences 5.	Administer Post-assessment to Students Review Student Assessment Data Develop Written Case Study Report and Multimedia Presentation
15	Tue. 5/3	Final Exam: Level 2 Field Experiences 6.	Submit Written Case Study Report Present Multimedia Presentations
Thursday 5/5 - Saturday 5/7 Final Examinations			