

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**SPED 4008 Literacy-Diagnosing and Prescribing (P-12) (3-0-3)**

**Dr. Paulette Harris, Cree-Walker Professor**

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706-729-2045

University Hall # 309

Office Hours: TBA

**Course Description**

This course addresses developmental, corrective, and remedial literacy practices to be identified, prescribed and implemented with students including those who experience literacy-related difficulties.

**Textbooks/Required Readings/Recommended Readings**

Walker, B. (2008). *Diagnostic teaching of reading*. New Jersey: Pearson.

Gunning, T. (2010) *Assessing Reading and Writing Difficulties*. Boston: Pearson.

**LiveText**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**Course Objectives**

The Candidate will:

1. Plan, implement, and evaluate lessons using GA GPS based on careful observations of students' diagnosed literacy strengths and needs.
2. Select and use diagnostic measures to alter literacy instruction to fit the needs of individual students (P-12).
3. Practice administering and interpreting interest inventories and informal reading inventories.
4. Use results from a variety of literacy techniques (e.g., phonological awareness training for miscue analyses) to plan appropriate literacy-based corrective procedures.

5. Follow a multidisciplinary approach (e.g., team composed of general education teachers, special education teachers, reading specialists) to collaborate and deliver literacy services to all students.
6. Explore the diagnostic application role of emerging technologies to literacy learning (P-12).
7. Examine (using telebinocular, audiometer, etc.) students' physical readiness for literacy lessons.
8. Inspect early literacy intervention programs (e.g., Success for All, Reading Recovery, etc.)

### **College of Education Conceptual Framework**

#### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **Program-Specific Standards Addressed in This Course**

CEC Standards:

- ICC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- GC1K7 – Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.
- ICC4S4 – Use strategies to facilitate maintenance and generalization of skills across learning environments.
- GC4K4 – Prevention and intervention strategies for individuals at-risk for a disability.

- GC4K5 – Strategies for integrating student initiated learning experiences into ongoing instruction.
- GC4S4 – Use reading methods appropriate to individuals with disabilities.
- GC456 – Modify pace of instruction and provide organizational cues.
- GC4513 – Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- FCC5K2 – Basic classroom management theories, and strategies for individuals with exceptional learning needs.
- GC6K1 - Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

### **Method of Instruction:**

#### Course Content:

Projected course activities include reading, discussing, writing reflective papers, preparing, implementing and evaluating lesson plans, conducting informal assessments, and completing class exams

Include Field Experience Components of this class in Live Text following requirements of the Special Education Program as follows: Organize Literacy Assignment tools discovered by their titles and publishing companies into a concept map using software such as inspiration or Kidspiration.

\*Use at least one identified Walker Strategy each week in a lesson plan (see handout): 5 as a minimum due in final portfolio along with teacher's signature on time log Include in Live Text.

Literacy Clinical Experiences: 14 hours (1 hour per week) required as a minimum. ASU Literacy Center time log required. Final Evaluation for Literacy Center required as well!

### **Course Topics:**

- I. Problems Readers Encounter
- II. Problems Readers Take With Them to School
- III. Introduction to Diagnosis
- IV. Myths Associated with Diagnosis
- V. Types of Diagnostic Procedures
- VI. Classroom v. Clinical Diagnosis
- VII. Interpreting Tests
- VIII. Remediation
- IX. Assessment and Prescription
- X. Effective Evaluation

### **FIELD EXPERIENCE REQUIREMENTS**

30 hours of in-school field experiences to incorporate diagnosing students' literacy-related strengths and needs using reading measures such as interest inventories, experience inventories, Concepts About Print Test, informal reading inventories; prescribing (tutoring); then, retesting.

## Performance Assessment

This course is designed on the belief from research that teaching/learning results from both generative and supplantive methods of instruction: The generative approach includes “constructivist based instruction,” and the supplantive approach incorporates “direct instruction”.

- 10% = ASU Literacy Center Clinical Experience (14 hours)
- 10% = Case Study (See below for directions)
- 10% = Chapter Reflections
- 10% = In-School Lab (30 hours)
- 10% = Intellectual Vitality (6 hours)
- 10% = Model Demonstration in class
- 20% = Midterm
- 20% = Final Portfolio

## Grading

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

## **Chapter Reflections: See handout as you address the following points**

As an aspiring special education teacher, how does reading/reviewing the current findings from research in reading in each chapter of both texts add to your development of the following abilities to:

1. Analyze and correct reading disabilities.
2. Recognize characteristics of reading disabilities that impact the diagnosed specific areas of weakness that can interfere with the reading process.
3. Use reading intervention strategies appropriate for students with reading disabilities.
4. Use formal and informal reading assessment instruments.
5. Be aware as to the importance of selecting and developing teaching strategies sensitive to the needs of all students in our multicultural society.
6. Assess reading ability through a variety of methods.
7. Analyze and evaluate data in the development, implementation, and evaluation of an individualized reading correction/remediation plan.

\*Answer one of the above questions after reading each of the 15 chapters in Gunning. Use one page narrative for each response, proofread carefully.

## **FIELD EXPERIENCE**

On the following weeks SPED 4008 students will complete their six hours of field experience/labs per week in schools total 30 hours for SPED 4008 (We do NOT have class on these weeks): Incorporate at least one Walker Strategy into a lesson plan each week for a total of 5 Strategy-based Lesson Plans.

**Comparative Case Study of Strengths/Needs of ASU Literacy Center Student**

ASU Literacy Center Tutoring under the supervision of a certified teacher at ASU Literacy Center is required.

Location: 1401 Magnolia Dr. (Behind Newman Tennis Center)

Phone: 706-733-7043

1. Identify, observe, and write a summary of reading strengths and weaknesses of your tutee. This tutee should be struggling with some aspect(s) of reading: reading language arts, reading mathematics, reading science, or reading social studies. Administer and interpret the Slosson Oral Reading Test (SORT). Include assessment of the tutee's: academic and meta-cognitive skills. Incorporate results of an interest and experience inventory for the tutee. Interview the tutee chosen to determine attitudes toward reading. Note in writing comments about the tutee's attitude.
2. Develop instructional recommendations in a mini-corrective reading plan based on assessment data that you have gathered about the tutee.
3. Tutor the students and employ your plan.
4. Write a brief analysis of the success of the plan including assessments of the students' progress or lack of progress. Indicate any modifications or additions to the plan and reasons that you made such changes.
5. Note suggestions for future instruction/remediation for this tutee.

## SPED 4008/6008

Complete all of the following info and include this sheet in the 3 ring binder portfolio that is due to Dr. Harris on Wed at \_\_\_\_\_ on \_\_\_\_\_ in our classroom.

NAME \_\_\_\_\_  
(Place name on spine of notebook along with course #)

1. # of absences this semester: # \_\_\_\_\_ Reason(s), if any:
2. # of times late to class: # \_\_\_\_\_ Reason(s), if any:
3. # of time leaving class early: # \_\_\_\_\_ Reason(s), if any:
4. Midterm grade \_\_\_\_\_ (20% of final grade)
5. Did you complete all 14 hours required at ASU Literacy Center for 10% of your final grade: \_\_\_\_\_, if not, why not:  
# of hours completed \_\_\_\_\_  
Time log is included in portfolio \_\_\_\_\_  
Did you complete the Case Study required in syllabus (10% of final grade)? \_\_\_\_\_
6. Did you complete all 6 hours of Intellectual Vitality: \_\_\_\_\_  
If not how many hours did you complete? \_\_\_\_\_ (10% of final grade)
7. Did you complete all 30 hours of in-school lab hours (10% of final grade) \_\_\_\_\_  
If not, why not:
8. Did you have teacher in school lab complete evaluation and include in portfolio?
9. Did you complete on Walker lesson per week in lab? \_\_\_\_\_
10. Did you complete a review of the Model Demos from class (10% of final grade)? \_\_\_\_\_
11. Did you complete all chapter reflections (10% of final grade)? \_\_\_\_\_  
If not, why not:
12. Did you include in Live Text and requirements for SPED?
13. Did you follow all directions for your final portfolio including turned in on-time with all parts present? (20% of final grade) \_\_\_\_\_
14. Grade you feel that you have earned in course: \_\_\_\_\_

Reasons why?

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Augusta State University Literacy Center

FINAL EVALUATION OF TUTORING

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Course#: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Professor:

Dr. Paulette Harris

Rating Scale	
5= Exemplary Level-	level of excellence/mastery
4=Proficient Level-	level of competence
3=In Progress Level-	approaching competence
2=Unsatisfactory Level-	not competent at this time
1=Not Observed	

QUALITY	RATING					SUGGESTION
	1	2	3	4	5	
Understanding of subjects						
Punctuality						
Dependability/Responsibility						
Attitude towards tutoring						
Interaction with other tutors						
Interaction with tutees						
Initiative/Resourcefulness						
Adapts tutoring to needs of diverse learners						
Provides developmentally appropriate tutoring						
Handles constructive criticism						
Interaction with supervisor						
Professional appearance						
Sense of humor/friendliness						
Confidentiality						
Poise						
Flexibility						
Correct use of Standard English						

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of ASU Literacy Center Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

### PORTFOLIO ASSESSMENT RUBRIC

The following rubric (McLaughlin & Vogt, 1996) will be used for portfolio evaluation. Levels of the rubric and grade equivalents are listed below.

**Exemplary:** All work in portfolio exemplifies the following attributes: Highly imaginative; demonstrates critical thought; unique; substantial application; goes above and beyond requirements; creative; demonstrates both breadth and depth; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort; \*Assignments which are exceptionally completed demonstrate that the student shows awareness of the task + gives explanations+ shows how the assignment may be adapted and modified. Such a student deserves to earn the grade of A, if in addition to the noted attributes, student has: active class participation as evidence by regular attendance, preparation, participation+ contribution to all class activities+ discussion including discussions of reading required and more...

**Proficient:** All work in portfolio is well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed thoughtful and supported with ideas. \*Assignments which are thoroughly completed demonstrate that they student shows awareness of the task= gives explanations+ shows how the assignment applies to teaching/learning situation. Such a student deserves to earn a grade of B, if in addition to the noted attributes student has: active class participation as evidenced by regular attendance, preparation, participation+ contribution to class activities+ discussions, including discussions of reading required.

**Adequate:** Portfolio meets minimum requirements; includes general information but lacks descriptive detail; some application to teaching; lacks in originality. \*Assignments which are adequately completed demonstrate that the student shows awareness of the task+ gives explanations. Such a student deserves to earn the grade of C, if in addition to the noted attributes; student participates in class as evidenced by regular attendance, preparation, participation including discussions of required readings.

**Inadequate:** Missing evidence or information; sloppy or poorly organized; portfolio demonstrates only surface understandings; no evidence of application to teaching; poorly written or does not include rationale statement with follow-through. \*Assignments which are inadequately completed demonstrate that the student shows awareness of the task. Such a student deserves to earn the grade of D with attendance+ participation + readings completed.

A grade of F is students **fail** to meet course requirements and assignment guidelines, including mandatory DUE date, etc.

**Intellectual Vitality**  
**Time Documentation Form**

EDLR 7110 Candidate's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Direction: Complete and attach documents for each (agenda) etc.

Date	Time-In	Time-Out	Total Time	Activity *Attach summary	Leader's Signature or Agenda

Total Time Required \_\_\_\_\_ Total time Completed \_\_\_\_\_

Did you complete total time required? \_\_\_\_\_ If not, why?

\_\_\_\_\_

## Other Important Information

### Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

### *Punctuality*

Please attend class regularly and punctually.

### Contribution to Class Discussion

Be prepared by reading the assigned material and being able to raise and respond to questions about each assigned topic. The quality of your participation in class discussions and activities will be assessed throughout the semester.

### APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

### Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30<sup>th</sup>, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30<sup>th</sup> to receive a grade other than zero.

In order to receive a passing grade, all written assignments must be completed and given to professor as due. In order to avoid a late penalty the instructor must receive assignments by 5:00p.m. on the due date.

Unless otherwise specified, all papers should be typed, double spaced, with 12-point font, and 1" margins using APA guidelines. References to journals, books, and websites should be cited in APA format at the end of each report in a *Reference* section. If you are unfamiliar with APA, see the *Publication Manual* in the Library or check the website, <http://www.apastyle.org>.

Always use *PERSON FIRST* language and other appropriate terms as indicated in the *APA Manual*. Written assignments will be graded in content and style. Grammatical and spelling errors will result in points deducted.

Please ask for assistance with writing styles if you have questions about these expectations. Also, you may contact the ASU Writing Center (706-737-1402) for further help with developing and improving composition skills.

## Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.  
(p.43)

## Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

## Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

## Writing Center

The Department of Educational Leadership, Counseling, and Special Education requires that students use APA style. You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. Students who seek that assistance will be required to bring an assignment draft, a complete self-check style rubric, and the *APA Publication Manual*. See the ASU Writing Center for details and dates. If you would like additional help with writing or with learning APA style, inform the class instructor.

**Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

**Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

**Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

### Calendar for fall, 2009 for SPED 4008

- I. **Wed. Aug. 19, 2009**- Orientation to class and texts; introduction of class members; review of course objectives and syllabus; Discuss the following topics; Reading as a Process; Principles of Assessment and Diagnostic Teaching; Interest Inventories; Attitudes towards Reading; Motivation; Self-Concept; Anecdotal Records. *Read for next week: Walker chapters 1 and 2 and review Walker Part II.*  
Sign up for hours at ASU Literacy Center and tour ASU Literacy Center facility.
- II. **Wed. Aug. 26, 2009**-Topics: MODEL DEMO #1 from Walker-Part II. Informal and Formal Measures of Reading ability; Intellectual Factors and Reading Expectancy; Stages of Reading Development; Running Records and Inventories. *Read for next week: Walker chapters 3,4, and 5.*
- III. **Wed. Sept. 2, 2009**-MODEL DEMO #2 from Walker-Part II. Determining Levels and Analyzing Strategies for Decoding and Comprehending; Role of fluency and rate in comprehending and becoming a proficient reader; using strategies and difficulties to determine strengths and needs; analyzing and synthesizing data with linguistic, contextual analysis. *Read for next week: Walker chapters 6 and 7.*
- IV. **Wed. Sept. 9, 2009**-MODEL DEMO #3 from Walker-Part II. Discussion of areas for focus: phonemic awareness, phonics, vocabulary development, decoding, fluency, comprehension (literal, inferential, evaluative), rate, strategy use, motivation; principles of remediation in authentic literacy environments; creating positive literacy environments and differentiating instruction. *Read for next week: Walker chapters 8 and 9.*
- V. **Wed. Sept. 16, 2009**-MODEL DEMO #4 from Walker-Part II. Discussion of corrective teaching strategies; balanced literacy in the classroom; coaching word recognition development and strategic reading. *Read for next week: Walker chapters 10 and 11.*
- VI. **Wed. Sept. 23, 2009** (NO CLASS-First week of LAB)
- VII. **Wed. Sept. 30, 2009**-Review for midterm-How to decide what is easy reading, just right reading and read to materials; role of good literature; Guided Reading, linguistic differences and styles of learning; assessment of vocabulary development and spelling emergent stages and beyond; how reading affects writing; how writing affects reading. *Prepare for midterm.*
- VIII. **Wed. Oct. 7, 2009**-MIDTERM from Walker, Part I.
- IX. **Wed. Oct. 14, 2009**-MODEL DEMO #5 from Walker-Part II. Midterm return and discussed; corrective teaching strategies for comprehension and vocabulary development; narrative and expository text; problems of older readers and adults; focus on reading to learn; study skills strategies. *Read for next week: Gunning chapters 1 and 2.*
- X. **Wed. Oct. 21, 2009** (NO CLASS-Second week of LAB) *Read for next week: Gunning chapters 3 and 4.*
- XI. **Wed. Oct. 28, 2009** (NO CLASS-Third week of LAB)*Read for next week: Gunning chapter 11.*

- XII. Wed. Nov 4, 2009 (NO CLASS-Fourth week of LAB)Read for next week: Gunning chapters 12 and 13.**
- XIII. Wed., Nov. 11, 2009 (NO CLASS-Fifth week of LAB)Read for next week W Gunning chapters 14 and 15.**
- XIV. Wed., Nov. 18, 2009 Class meets again. *Presentations of CASE Studies*. Multiple definitions of dyslexia and what a reading specialist does. Reminders of Portfolio contents.**
- XV. Wed. Nov. 25, 2009 (NO CLASS-HOLIDAY)**
- XVI. Wed., Dec. 2, 2009 Class meets again: **PORTFOLIO DUE!!****

\*Intellectual Vitality: Sat Nov. 7 – Literacy Harvest Ball, Plays, etc. 4 hours required

\*Sue Reynolds Book Readings

### **FIELD COMPONENT IN LAB:**

**Incorporate at least one identified Walker Strategy step-by-step each week in the in-school lab. Incorporate into a weekly lesson plan. Complete 5 such lesson plans (one per week as a minimum for the 5 weeks of in-school lab).**

This course emphasizes effective use of assessment for preventing and detecting reading difficulties. We shall explore methods and materials for developing students' reading/writing strengths and discussing their needs. The study of specific problems with corrective procedure and instructional plans will include a thorough analysis of strategies used, miscues, comprehension, interests, reading rates, and the analysis of case reports for struggling readers with analysis and recommendations for home and school.

After reading about proven practices and relevant research, in lab students will:

\*diagnose reading strengths and needs for struggling readers based on knowledge of reading development in all areas: phonemic awareness; phonics and decoding strategies; fluency; comprehension; critical literacy. We shall discuss reporting outcomes to colleagues, parents and other caregivers, and classroom teachers, as appropriate.

\* provide instruction with activities to build on strengths and needs of individual pupils and small groups of pupils.

\* assess interests, attitudes, motivation; demonstrate awareness of linguistic differences and backgrounds in order to motivate life-long readers.

\*consult with lab teachers and professor to refine process of assessment and instruction.

\*demonstrate strategies for lab teacher.

\* share ideas and display positive dispositions;

## COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
  - A=excellent (90-100)
  - B=good (80-89)
  - C=fair (70-79)
  - D=poor (60-69)
  - F= unsatisfactory ( $\leq 59$ )
11. Dr. Harris may be contacted as follows
  - Office: University Hall # 309
  - Phone: (706)-729-2045 (voicemail)
  - E-mail: [pharris@aug.edu](mailto:pharris@aug.edu)

## Bibliography

- Boning, R. (1998). *Specific skill series*. DeSoto, TX: SRA.
- Cohen, L. (1992). *Children with exceptional needs in the regular classroom*. Washington, DC: National Education Association.
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- McCormick, S. (1995). *Instructing students who have literacy problems*. Englewood Cliffs, NJ: Prentice-Hall.
- Peterson, D., Van Der Wege, C. (2002, February). *Classroom Practice: Guiding children to be strategic readers*. Phi Delta Kappan 83(6) 437-439. Bloomington, IN: Phi Delta Kappa International, Inc.
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- Roller, C. (1996). Variability, not disability: *Struggling readers in a workshop classroom*. Portsmouth, NH: Heinemann.
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- Schwartz, S., & Klein, A. (1997). *Research in Reading Recovery*. Portsmouth, NH: Heinemann.
- Silvaroli, N. (1997). *Classroom Reading Inventory*. DeSoto, TX: McGraw-Hill.
- Teale, W., Zolt, N., Yokota, J., Glaswell, K. & Gambrell. (2007). *Raising urban students' literacy achievements by engaging in authentic, challenging work*. *The Reading Teacher*, 60(8), 728-733.
- Woodcock, R. & Mather, N. (2000). *Woodcock-Johnson III Test of Achievement*. Itasca, IL: Riverside.
- Woods, M. & Moe, A. (1999). *Analytical reading inventory*. Englewood Cliffs, NJ: Merrill/Prentice-Hall.

**References websites for additional helpful links:**

<http://www.interdys.org/>

<http://ldresources.com>

<http://ideapractices.com>

<http://www.ldonline.org>

<http://www.doe.k12.ga.us>

**STUDENT INFORMATION****Course #** \_\_\_\_\_ **Semester** \_\_\_\_\_**Name** \_\_\_\_\_**Address** \_\_\_\_\_

\_\_\_\_\_

**Phone Number** \_\_\_\_\_**E-mail Address** \_\_\_\_\_**Other information Dr. Harris needs to know:**