

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

SPED 6008 Literacy Fundamentals II (P-12)
(3-0-3)

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Office Hours: TBA

Course Description

This course examines research-based methods of assessing, diagnosing, and prescribing appropriate strategies based on identified literacy needs. Special attention will be given to selecting and using literacy-based intervention tools with students who experience literacy problems.

Textbooks/Required Readings/Recommended Readings

Lipson, M.& Wixson, K. (2009). *Assessment and Instruction of 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 student will:

- 1) diagnose students' literacy strengths and needs.
- 2) plan, implement and evaluate literacy lessons based on diagnosed strengths/needs.
- 3) select, administer, and interpret a variety of assessments such as interest/experience inventories and informal reading inventories.

- 4) plan appropriate corrective procedures based on miscue analyses.
- 5) evaluate early literacy intervention programs.
- 6) collaborate with and deliver literacy services through a multidisciplinary approach.
- 7) Use emerging technologies to enhance literacy diagnosis.

Course Goals:

Upon successful completion of course goals for this course, students will meet a common core of knowledge and skills essential for special educators to gain competencies in research-based methodologies, teaching techniques, and learning strategies utilized to instruct individuals with reading problems effectively, noting different learning/reading styles and adapting teaching and learning materials to these reading styles.

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:

- GC2K5 – Common etiologies and the impact of sensory disabilities on learning and experience.
- ICC3K3 – Variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family and schooling.
- ICC453 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Strategies to prepare for and take tests.
- GC4516 – Implement systematic instruction to teach accuracy, fluency, and comprehension in content areas, reading and written language.
- ICC5515 – Structure, direct, and support activities of paraeducators volunteers and tutors.
- GC5K3 – Methods for ensuring individual academic success in one-to-one, small group, and large-group settings.
- ICC652 – Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
- GC7K4 – Relationships among disabilities and reading instruction.

Method of Instruction:

Course Topical Schedule:

- I. Introduction, overview
- II. Roots of Reading Problems
- III. Diagnostic Procedures
- IV. Literacy Test Interpretation
- V. Classroom Diagnosis
- VI. Clinical Diagnosis
- VII. Literacy Prescriptions
- VIII. Useful Assessment of Reading and Writing Problems
- IX. Modifying Reading/Writing Instruction
- X. Observations & Interviews
- XI. Running Records
- XII. Analyzing Miscues for Strategies
- XIII. Equitable Assessment

XIV. Factors Beyond the Student and the School

XV. Summary, Evaluation

FIELD EXPERIENCE REQUIREMENTS:

Students will spend a minimum of 30 hours per semester in field experiences. Field experiences will include diagnosing students' literacy-related strengths/needs incorporating interest inventories, experience inventories, administering reading/writing batteries and informal reading inventories, prescribing (tutoring), and retesting.

Performance Assessment

ASSESSMENT PROCEDURES:

Portfolio:

Intensive writing 20%

Midterm 20%

Final 20%

Field Experiences 20%

Clinical Experiences 20%

Attendance/Active Listening will be taken into account in final grading.

GRADING:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F ≤ 59%

A grade of Incomplete for the course will seldom be given and only under documented, extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Please consider the requirements specified in the syllabus as you plan your schedule.

Other Important Information

Attendance

Please attend class regularly and punctually.

Contribution to Class Discussions

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.

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

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

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

Unless otherwise specified, all papers should be typed, double spaced, with 12 point font and 1" margins, using APA format at the end of each report in a *Reference* section. If you are not familiar with APA, see the Publication Manual in the Library or check out the website, <http://www.apastyle.org>

Always use *Person First* language and other appropriate terms as indicated in the APA Manual.

Written assignments are graded on content and style. Grammatical and spelling errors will result in points deducted.

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 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

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.

Bibliography

- Afflerbach, P. (2002). *The road to folly and redemption*. *Reading Research Quarterly*, 37(3), 348-360.
- Ekwall, J. & Shanker, E. (2009). *Reading Inventory*. Boston: Allyn & Bacon.
- Fisher, Detal. (2004). *Interactive read-alouds*. *The Reading Teacher*, 58 (1), 8-17.
- Garber-Miller, K. (2006). *Playful text previews*. *Journal of Adolescent and Adult Literacy*, 50 (4), 284-288.
- May F. (2001). Unraveling the seven myths of reading: Assessment and Intervention. Boston: Allyn & Bacon.
- National Center for Education Statistics (2003). *The Nation's Report Card: Reading Highlights*. U.S. Department of Education, NCES 2004-452.
- Olson, C. (2007). *The reading/writing connection*. Boston: Pearson.
- Simmons, J. (2000). You never asked me to read: Useful assessment of reading and writing problems. Boston: Allyn & Bacon.
- Worthy, J., & Broaddus, K. (2002). *Fluency beyond the primary grades*. *The Reading Teacher*, 55 (4), 334-343.

ASU Literacy Center
Time Documentation Form

Tutor's Name: _____

Jag ID:

Semester/Year: _____

Course:

Date	Time-In	Time-Out	Total Time	Accomplishments	Supervisor's Signature

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						

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?

STUDENT INFORMATION**Course #** _____ **Semester** _____**Name** _____**Address** _____

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