Syllabus - EDUC 661
Diagnostic and Prescriptive Reading:
Literacy Assessment & Instruction

Spring 2008 – Tuesday 5:00-7:50
Dr. Cynthia B. Elliott

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“If children are to achieve common outcomes …it will be necessary to recognize that they enter school having learned different things in different ways in different cultures and communities.”

Marie Clay, By Different Paths to Common Outcomes

Course Description: Credit 3 hrs. Prerequisite: EDUC 657, EDUC 658, EDUC 677, EDUC 678, OR SPED 663. The course will cover a variety of formal and informal reading assessments. Students will learn to administer them, to interpret them, and to use their results to plan and implement appropriate instructional sessions geared to children’s diverse needs. Reflective and professional writing are key components of this course. Field work is required.

Statement of Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit.

Course Objectives:
Upon completion of the course, the student should be able to:
1. define his/her role and make instructional decisions based on an evolving view and understanding of the reading process (PS, KL, SM, CK, Diversity, Technology),
2. interact and collaborate with students, colleagues, parents, community to enhance literacy development and facilitate change and improvement ((PS, KL, SM, CK, Diversity, Technology),
3. model lifelong learning and professional development (PS),
4. serve as a leader/change facilitator in developing and transmitting new theoretical and instructional ideas (PS, KL, SM, CK),
5. analyze the reading process and its development in students (KL, CK, PS, Diversity),
6. compare and contrast effective and ineffective readers (KL, CK, SM, PS, Diversity),
7. examine current issues, trends and research in assessing and facilitating the learning of problem readers within an increasingly diverse student population (CK, KL, SM, PS, Diversity, Technology),
8. analyze psychological as well as contextual factors which influence the learning of students (PS, KL, CK, Diversity),
9. select, administer, analyze, develop, and use informal and formal techniques for assessing student/group strengths and weaknesses in the areas of reading and writing (KL, CK, SM, PS, Diversity, Technology),
10. plan teaching and learning activities (based on assessment) that accommodate and challenge students of varying ages, developmental levels, interests/attitudes, cultural/linguistic backgrounds and exceptionalities in individual, small group, and whole class settings (KL, CK, SM, PS, Diversity, Technology),
11. make instructional decisions/interventions during reading to foster the student’s self-extending system for using a network of strategies that skilled readers use (KL, CK, SM, PS, Diversity, Technology),
12. analyze strengths and weaknesses of district/school’s instructional program as well as existing and innovative programs targeted for the low-progress reader (CK, KL, SM), and
13. use technology for personal research, development of information literacy and communication (PS, SM, Technology).

**Required Texts and Subscriptions:**

**Purchase:** EDUC 661 Course packet. ANY DOCUMENT CHANGES OR ADDITIONS WILL BE PROVIDED IN CLASS OR POSTED ON BLACKBOARD


Obtain from [www.ed.gov/pubs/edpubs.html](http://www.ed.gov/pubs/edpubs.html) - order immediately for your own copy OR you may borrow a copy from the instructor.

**Rental:**


**Recommended:**


learners (2nd ed.). Portsmouth, NH: Heinemann.

www.readinga-z.com
(Complete instructions will be listed via Blackboard ASAP - $10.00 rate through university)
www.reading.org

Are you a member of the International Reading Association? [1 year rate is $52.00 – 2 journals – Reading Teacher & Reading Research Quarterly (RRQ)] Access to these journals is required for some reading assignments.

Additional Required Readings:
Articles by Dr. Elliott are available online or on my website at www.selu.edu/faculty/ted/elliott

Online Component and E-Mail Address - We will have an online component with this course by using Blackboard. If you want to communicate with me by email, use my address above. All students are required to follow the new e-mail policy at Southeastern effective January 2003.

Course Requirements & Assignments:
Assignment guides will be distributed or posted on Blackboard and discussed in class. Evaluation of assignments will be based on evaluation criteria as identified in checklists and rubrics. The course assignments, due dates and total points possible for each requirement are summarized below and in the Tentative Weekly Class Schedule. If you have questions, please ask in class, call or email. Field work is required.

A Summary & Evaluation of Major Requirements & Assignments
An Assignment Guide and Rubric/Checklist will be provided for each assignment and posted on Blackboard in Assignments Section.

Writing as an Accomplished Teacher as described by the National Board for Professional Teaching Standards (NBPTS) will be an expectation and overarching goal for your work in this course. You will be expected to be able to DESCRIBE, ANALYZE, & REFLECT as a teacher who would be seeking National Board Certification would be required to do. For additional information check out the website - www.nbpts.org

1. Attendance, Professionalism and Participation. It is expected that each student will read all materials as required and bring textbooks & other required materials to class. Students should attend all classes, be on time and do not leave early. Excessive absences or tardiness will impact your final grade. Points will be deducted from the final point total for absences/tardiness. An absence does not excuse you from the material covered or the assignments due or made that day of class. You are responsible for finding out what you missed. I recommend that you ask a dependable colleague for class notes/assignments. (Required)
   • Students should be constructive learners and active participants throughout the course and make course content connections to their previous and current experiences.
   • Homework activities are considered part of your weekly participation.
   • For an assigned class session, you will be asked to plan an instructional presentation related to an assessment/instructional related course topic (e.g., comprehension strategy, assessment demonstration, etc) negotiated with the instructor based on our learning community needs and your expertise. You will conduct a 15-20 minute whole group discussion that will include use of a visual aid, a short class activity demonstration (e.g.,
instructional strategy, assessment tool) that addresses the topic.

- Differentiated instruction will be modeled and used to meet the learners’ needs within the parameters of the course description. (e.g., For those proficient at taking, scoring and using running records, alternate assessments or home/class work may be selected. This decision will be made by the graduate student &/or instructor as appropriate.)

As a professional courtesy and as a part of your professionalism, please let me know if you will not be in class. Send an e-mail to me or leave a message at my office PRIOR to your absence. Your final grade will reflect your lack of professionalism without prior notification of absence.

2. Case Study – The case study will focus on impacting student learning for a low-progress reader as the Louisiana Reading Competencies, IRA/NCTE Assessment Standards and NBPTS core propositions are addressed. The case study documenting a Grade 1-8 child’s literacy performance during this semester will include the following components:
   - Case Study Background
   - Initial Tutoring Session
   - Informal Literacy Assessments
   - Summary of Baseline Literacy Assessment Results
   - Intervention Plan
   - Weekly Intervention Session Reflections (Describe, Analyze, Reflect)
   - Final Recommendation Reports (One that is academic in nature that would be share with your colleagues & turned in to the instructor, and one report that is appropriate to give the parent or family member who gave permission for you to conduct the Case Study. Refer to the Assignment Guide and Rubric/Checklist for Case Study details. (200 points possible)

Select an at-risk reader for a Case Study - The student must be in grades 1-8 and should be considered a low-progress reader with whom you can work throughout the semester. You will meet with this student at least 15-20 sessions that are 30-45 minutes per session to conduct literacy assessments and instructional intervention sessions.

3. Literacy Assessment Portfolio – Become familiar with and administer a variety of informal and formal literacy assessments to diverse learners of different grade & performance levels. Most of these assessments will be discussed and explored in class. Further details will be described in the Assignment Guide. Documentation may be provided in a three-ring binder or in a PASSPORT Portfolio. For example, you will be required to administer the QRI-4 and the Observation Survey to at least two students -- one in the lower elementary grades and one in the upper elementary grades and other assessments to an English Language Learner. (100 points possible)

4. Working with English Language Learners (ELL) – This assignment is directed at providing opportunities for you to work with at least one linguistically and culturally diverse learner during this assessment course. Read Chapter 1 - How do I assess a student’s English? in Working with English Language Learners by Stephen Cary. Complete the following components of this assignment: 1) Obtain and examine your school/district’s Formal Language Proficiency Instrument. Provide written analysis and reflection on the instrument. 2) Complete the ELL Language Assessment (p. 19) for one ELL student with whom you will work this semester. Refer to pages 18-20 for specific details. 3) Interview a parent of the ELL student as
an opportunity for intercultural communication and insight. Use a translator if necessary. Required documentation must be provided. (100 points)

5. **ULS Professional Development** - Participate in literacy-based, service-learning activity associated with the grant *Everybody’s Child: Teacher Preparation in Times of Crisis & Recovery* funded through the University of Louisiana System (ULS). Conduct one at least one literacy-based activity with one or more students, documenting the endeavor with a digital camera. Present the results in an electronic format with a 2-3 page reflection paper. (100 points)

6. **Midterm Reality Check** – This reality check will comprise the various literacy assessments and instructional interventions addressed by mid-term. A significant portion of the course content will be acquired through lecture, demonstration, homework, case study analysis & reflection, and cooperative learning experiences that highlight problem solving during class time. A constructed response will be required that is related to literacy assessment and performance. (100 pts)

7. **Final Examination** – A constructed response will be required that is related to assessment in Literacy (Reading/Language Arts) for student(s) in Grades 1-8. (100 points)

8. **PASSPORT Update Requirement** - As required by the COEHD, all Southeastern graduate students are required to use PASS-PORT. In this course, you will be required to update your both your Professional Development Activities (PDA) and your field experiences (FX) from this course as well as your final reflection with accompanying the choice artifact for EDUC 661 must be uploaded into PASS-PORT. **Your PASSPORT entries should reflect the following specific hours for EDUC 661.** (Required)
   - Field Experience Hours: 30 hrs (minimum) – includes case study and assessment administrations and other field-based interactions
   - Professional Development Activities: EDUC 661 graduate course – 45 hrs
   - Upload of EDUC 661 Choice Artifact (Case Study) and Final Reflection

See the Tentative Weekly Class Schedule regarding due dates for assignments and class meetings and homework.

I reserve the right to adjust this schedule as I deem it appropriate. I will alert you within a reasonable amount of time if changes are made.

**Course Evaluation:**
1. ALL assignments must be word-processed (double-spaced, 12 font/Times New Roman). Assignments on forms you receive from me may be hand printed. **I will ask you to repeat an assignment if I am unable to read it.**
2. ALL assignments should follow the current [APA Style Format](#).
3. ALL assignments must include a cover page (One point will be deducted for each assignment turned in without the Cover Page that includes the following information centered on the page.)

   **Your First and Last Name**  
   EDUC 661 – Spring 2008  
   Title of assignment - EX. - Literacy Assessment Portfolio  
   Due Date
4. **ALL assignments and course requirements must be attempted & submitted to the instructor, in order to receive a grade of A or B in the course.**

5. Grades are based on (1) Attendance, professionalism & participation, (2) Requirements/Assignments completed (e.g., PASSPORT requirements) & (3) Total number of points earned.

6. Evaluation of assignments will be based on evaluation criteria as identified in checklists and rubrics and the following grading scale.

**EDUC 661 Grading Scale**

A=93-100%  B=85-92%  C=77-84%  D=69-76%  F=0-68%

**EDUC 661 Summary of Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Professionalism &amp; Participation</td>
<td>Required</td>
</tr>
<tr>
<td>Case Study</td>
<td>200</td>
</tr>
<tr>
<td>Literacy Assessment Portfolio</td>
<td>100</td>
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<tr>
<td>Working with English Language Learners (ELL)</td>
<td>100</td>
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<tr>
<td>ULS Professional Development</td>
<td>100</td>
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<tr>
<td>Midterm Reality Check</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>PASSPORT Update Requirement</td>
<td>Required</td>
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</tbody>
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*700 TOTAL points possible*

**Graduate Pass/Fail Option:** Graduate students may take this course for Pass/Fail credit provided that they complete the proper form by the end of the first week of classes. A "P" grade is given only if the student has earned a "C" or better in the course. The course may not be used towards a degree if you sign up for this option.

**Late Assignments:** All work is due on the due date at the beginning of class. Talk with me if you anticipate you will have a late assignment. If you are absent on the day an assignment is due, make arrangements to send it with someone else or email it and ask for a confirmation of receipt from the instructor. Assignments turned in late will not be accepted unless prior approval has been made by the instructor. Late assignments will impact your final grade.

**Standards for Written Work:** Written work submitted for grading should conform to the professional standards expected of teachers. All assignments should be typed and proofread for spelling and style. Ideas obtained from outside sources should be documented using APA style. All work must be typed unless otherwise noted. **Current edition of APA Guidelines is required.**

**Student Performance:** Students are expected to be active participants in individual, small group, and whole class settings. Interaction and collaboration with peers are emphasized through cooperative learning tasks and inquiry.

**IMPORTANT INFORMATION:**

- If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services. **Also, please see me by the second class period.**
- If you wish to drop the course, you must follow the official procedure with the Registrar’s Office. The instructor will not drop the course for you.
• University policy states that the university classroom is not a place for children, and that students are not to bring their family members for day care or baby sitting.

ACADEMIC INTEGRITY: Academic honesty is highly valued at Southeastern. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable.

Unless work is done in conjunction with a group project, it must be the exclusive work of individual students. If students use any words or ideas that do not represent their own original words or ideas, they must cite all relevant sources. The Publications Manual of the APA (5th ed.) is the guide for formatting of citations and references.

“Cheating on examinations, plagiarism [i.e. to use and pass off as one’s own (the ideas or writings of another)], improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action.” (SLU General Catalogue, 2002-2003, p. 58).

Students agree by taking this course all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitiin.com website.

NOTE:
Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable (e.g., When there is class discussion, please refrain from side conversations.) Other examples may include routinely entering class late or departing early; use of beepers, cell phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of an emergency or situation where a student legitimately needs to have access to his/her cell phone, please let the instructor know and put your cell on vibrate; all other cell phones should be turned off during class.

Important Dates
Feb 4-6 Mardi Gras Holiday
Mar 14 Last day to withdraw or resign from University
March 21-28 Spring Break
April 12-16 NCATE BOE – Reaccreditation Visit to Campus
May 9 Last day of classes
May 12-16 Final Exams
May 19 Last day to return textbooks without a fine