

## ***SYLLABUS FOR CORRECTIVE READING***

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**Term: Fall 2015**

**Course Number: EDUC484b**

**Course Title: Corrective Reading**

**Instructor: Mr. Bruce Wisowaty**

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**Office Hours:** Monday 1:00 – 4:00 p.m., Tuesday 9:00am – 7:00pm Or by Appointment

**Course Time: August 24- September 10, 2015**

**Mission of the Education Program:**

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21<sup>st</sup> Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

**Vision of the Education Program:**

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills a sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

**Course Description:**

**The focus of this course is the diagnosis and remediation of reading problems in elementary school children. Teacher candidates will develop and administer an IRI reading test, and plan a remedial program based on the results. Classes will address causes of reading problems and techniques to premeditate them. Field/Clinical experience is required.**

**Prerequisites: EDU 200, 300, 311, 342, 481.**

**Learning Outcomes/Competencies:**

- 1 Teacher candidates will demonstrate an understanding of the reading process in relation to total language development. INTASC 1,2 ACEI 1, 2.1, 3.1
- 2 Teacher candidates will demonstrate an understanding of emergent literacy and how it relates to beginning reading instruction. INTASC 1, 2 ACEI 1, 2.1, 3
- 3 Teacher candidates will prepare materials to assess and teach pre-reading skills. INTASC 4, 8 ACEI 1, 2.1, 3.1

- 4 Teacher candidates will use basic phonetic linguistic concepts in teaching word identification. INTASC 1,2,4 ACEI 1, 2.1
- 5 Teacher candidates will learn and use various methods in teaching vocabulary skills. INTASC 1,4 ACEI 1, 2.1, 3.1
- 6 Teacher candidates will research and evaluate current methods of reading instruction. INTASC 1,2,9 ACEI 1, 2.1, 3.1
- 7 Teacher candidates will examine and assess individual and group reading performance in multiple ways to design effective instruction to meet the students' developmental needs. INTASC 7, 8 ACEI 1, 2.1, 3.1, 4
- 8 Given a story, teacher candidates will be able to write objectives, lesson plans covering word identification skills and comprehension, and present a reading lesson. INTASC 1,2,4 ACEI 1, 2.1, 3.1
- 9 Teacher candidates will compile data through observations, classroom instruction, and an analysis of student work to assess student reading levels. INTASC 4,6,7 ACEI 2.1
- 10 Teach candidates value the diversity of students backgrounds and culture and will survey students and parents on reading interests to enhance student learning. INTASC 3, 10, ACEI 2.1

### **INTASC Principles addressed in this course:**

**All ten INTASC Principles are addressed in the EDU484 Corrective Reading class.**

Textbooks:

Qualitative Reading Inventory – 5. Leslie/Caldwell, Longman Publishing, 2001, New York.

### **Assessment:**

Each student will be graded using the following percentages:

Vocabulary lesson 24 pts. Due and presented in Clinical teaching experience at St. John the Baptist School, state the vocabulary words taught, the book you are teaching with, and the strategies/steps in teaching your 4-7 vocabulary words.

Clinical teaching journal- Record in detail what you did on a daily basis while at St. John (titles of books you read to students, papers graded, interventions, observations, lessons taught). 8 pts. Due the last day of clinical experience.

8pts- Specifics are detailed in activities, books read, interventions, observations

5 pts.- Some specifics are discussed, missing 2 or more descriptors

3 pts. – Few specifics are provided, missing 3 or more descriptors

Corrective Reading Feedback form from your cooperating teacher- it is your responsibility to make sure the form is filled out and returned to me. Valuable feedback will be provided by your cooperating teacher. 10 pts.

QRI and Analysis 129 pts. Due on or before September 21, 201. This is the continued clinical experience from EDUC481.

Reading assignment - Read the article on literacy and answer the following question: Emmett Betts was particularly interested in the role of the classroom teacher in encouraging students to see reading as a lifelong experience. Betts suggests several primary goals of an effective reading program. Discuss these goals and how the goals relate to your teaching of

reading. Your response should be no shorter than 1 page and is due on blackboard on August 26.  
5 pts. – At least 5 specific goals are discussed, reflection incorporated  
3 pts. – Only 3 goals are discussed, reflection incorporated  
1 pt.- 1 or 2 goals are discussed, some reflection incorporated

Class assignment- Read the following student case and answer the following questions. (Each question is worth 1 point.)

Jessica is a third grader. She is described by her teacher as a capable decoder and fluent, expressive oral reader. School records indicated that Jessica had done well in first and second grades. However, during the first semester of third grade, she began to experience difficulties. Her performance in reading was inconsistent and her achievement in science and social studies was poor. Jessica was asked to read a second grade familiar narrative with pictures. She scored at an independent level for word identification and comprehension. She was then given a third grade narrative. Responses to the concept questions revealed that the subject of the narrative was a very familiar topic to Jessica, and she scored at an instructional level for word identification and comprehension. She was then asked to read a third grade expository passage orally. Concept questions revealed that the topic was unfamiliar. Although her word identification score placed in the instructional range, she scored at a frustration level for comprehension. Jessica was asked to read a familiar third grade narrative silently. She did so with an acceptable rate and scored at an instructional level for comprehension.

- a) How accurate is the student in identifying words?
- b) Which types of text can the student handle most successfully?
- c) How does the student perform on familiar and unfamiliar texts?
- d) What word identification and/or comprehension strategies, if any, does the student employ while reading?
- e) Given the information, what strategies would you suggest and why?

Complete in class on September 9. 5pts.

Research Presentation- Each student will be assigned a reading intervention program discussing a concept of literacy. Each student will be responsible for teaching the content of the reading program to the class. Provide names, purposes, and main features of the program. Slides, powerpoint, group work, discussion, are encouraged. Conduct an ERIC search, provide a listing of your sources. The presentation should be an 15-20 minutes(20-25 slides) discussion of the concept. Due September 10. 20 pts.

Natalie- Reading Recovery  
Alexis- Project CRISS  
Tim - Reading Naturally  
Monique- Early Intervention in Reading  
James- National Reading Styles Institute  
Jose- 4 Blocks Instruction  
Angelica- Daily 5  
Tiffany- The Café

Research presentation:

20 pts. – Detailed summary of program, history, (who, where, when), video clip of program, implementation is discussed with the class

15 pts. - Missing one of the above descriptors and/or reading notes or slides

5- 10 pts pts. – Missing two of the descriptors, reading notes/slides

**Vocabulary lesson: Choose 4 to 7 words from a selection in a children’s book, or vocabulary words from a basal selection which can include all content areas A 20 minute lesson will be developed in which each student will explain the lesson to the class in a 5-7 minute presentation. Be creative, use flashcards, poster boards, overlays, books, computer programs, etc. Complete a CCSJ lesson plan and submit on the day of your lesson plan presentation.**

**QRI: Components of the QRI will be discussed in class; the analysis must include a parent survey, summary, reader’s strengths and weaknesses, strategies, success of strategies and sessions, recommendations. Xerox all vocabulary lists, comprehension stories, comprehension questions, miscue analysis, and place in your binder. 2 lesson plans need to be developed for one weakness as discovered in the QRI tutoring sessions using the CCSJ format. Provide reading surveys and tutoring journal.**

**Grading Scale:**

**183-201 pts. A      166-182-- pts. B      145 -165 pts. C      122--144 pts. D  
0 – 121pts. F**

**Class Policy on Attendance:**

Students are expected to be present and on time for all classes. Hands-on experience and class interaction are invaluable – and cannot be “made-up” individually A student missing more than 2 classes will be in danger of failing the class, more than 2 absences will result in an automatic withdrawal from the class. Excessive tardiness (10 minutes from the state of class) will result 5 points deducted from the final grade for each tardy.

**Format for Written Assignments:**

The professional Education community has adopted the standards in the Publication Manual of the American Psychological Association, 4<sup>th</sup> Edition, Washington, 1994. The professional standards described therein are those expected in the professional education community; as future professional educators, students of education also need to demonstrate in their writing the standards adopted by the professional education community. This publication is available in the bookstore and in the reference section of the Speckler Library.

**Statement of Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, Chicago Manual of Style or Turbine.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

**Withdrawal from Classes Policy:**

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed. Note: Degree Completion Division (DCD) students should consult the DCD Student Handbook for information on DCD withdrawals.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

**Class Policy For Assignments:**

There are no make-up quizzes and no make-up exams; these are given once. Assignments need to be completed as scheduled since one assignment builds on another. Late assignments incur a grade reduction. Please note the timetable for the deadline for late assignments. Quizzes and assignments are usually announced in advance and will typically cover readings assigned for class that day.

**Class Assignments:**

A number of assignments will be made during the course. It will be your task to do the assignment in a *professional manner*. Each assignment will be graded on content, style, reflection, and a demonstrated understanding, application, or evaluation of the material. Assignments will also be graded on clear writing (unity, coherence, sound writing mechanics) and adherence to APA format.

**Class Participation:**

Class Participation can be difficult to assess. This course, therefore, will link ATTENDANCE to this area of evaluation. That is, if the students are in attendance for an entire class period, it will be assumed they are participating. Students are expected to be present and on time for all classes. Class interaction is invaluable – and cannot be “made-up” individually.

**Class Cancellation:**

I will make every effort to contact you if a class is cancelled due to the unexpected absence of the instructor. In addition, an announcement will be posted on the Education Bulletin Board and the Classroom door.

**Portfolio:**

As of the 1996 – 1997 academic year, the Education Program of Calumet College of St. Joseph requires student teachers to develop a professional portfolio as part of the student teaching course. This portfolio, however, should contain examples of professional development from various courses and activities. Projects connected with this course would make appropriate additions to such a portfolio.

## **TENTATIVE TIMELINE**

| <i><b>Class Meeting</b></i> | <i><b>Date</b></i>  | <i><b>Assignment</b></i>                     |
|-----------------------------|---------------------|--|
| 1                           | August 24           | QRI review Chapters 1, 2,3 CCSJ              |
| 2                           | August 25           | Vocabulary Activities with freshmen CCSJ     |
| 3                           | <b>August 26</b>    | <b>Vocabulary CCSJ</b>                       |
| 4                           | <b>August 27</b>    | <b>Betts/ Comprehension discussions CCSJ</b> |
| 5                           | <b>August 31</b>    | <b>Clinical SJB</b>                          |
| 6                           | <b>September 1</b>  | <b>Clinical SJB</b>                          |
| 7                           | <b>September 2</b>  | <b>Clinical SJB</b>                          |
| 8                           | <b>September 3</b>  | <b>Clinical SJB</b>                          |
| 9                           | <b>September 7</b>  | <b>No class, Labor Day</b>                   |
| 10                          | <b>September 8</b>  | <b>Literature circles CCSJ</b>               |
| 11                          | <b>September 9</b>  | <b>Class activity, study guide, exam</b>     |
| 12                          | <b>September 10</b> | <b>Research presentations CCSJ</b>           |

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

The ten INTASC principles are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact *Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.*

**Principle #1:** The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle #3:** The teacher understands how students differ in their

**approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Principle #9:** The teacher is 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 who actively seeks out opportunities to grow professionally.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## **CALUMET COLLEGE OF SAINT JOSEPH EDUCATION PROGRAM**

### **EDUCATION PROGRAM MISSION, VISION, AND GOALS**

#### **Mission:**

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- **professional preparation**
- **continuous reflection**
- **ongoing transformation**

The Education Program helps to create a multicultural community characterized by diversity, integrity, compassion, and commitment.

## **Vision :**

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph:

- **values the dignity and worth of each student,**
- **shapes attitudes and values,**
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- **instills a sensitivity for the poor and the powerless,**
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At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

## **Goals:**

As educators of the 21<sup>st</sup> Century, teacher candidates who complete the Education Program at Calumet College of St. Joseph will be prepared to:

1. Demonstrate competency in core knowledge and skills essential to the various disciplines: English, mathematics, theology, philosophy, humanities, sciences, social sciences, and the fine arts.
2. Demonstrate competency as skilled, reflective teaching professionals, cognizant of their role in transforming self, students, and community.
3. Demonstrate knowledge of current standards (INTASC, NCTM, etc.) theories and theorists that establish the framework for educational methodology and pedagogy for a diverse student population.
4. Develop a deep respect for the values inherent in various religions, educational, and cultural traditions.
5. Develop a commitment to life-long spiritual and professional growth with an understanding of one's own system of values and ethics.
6. Develop personal responsibility to transform society for the common good based on values and principles that insure social justice.
7. Demonstrate integration of reflection, analysis, evaluation, synthesis, and communication skills in problem solving situations.
8. Collaborate with community resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.
9. Incorporate the best media and technology in planning, organizing, and assessing student needs.
10. Demonstrate professional skills and educational leadership to address evolving educational trends.