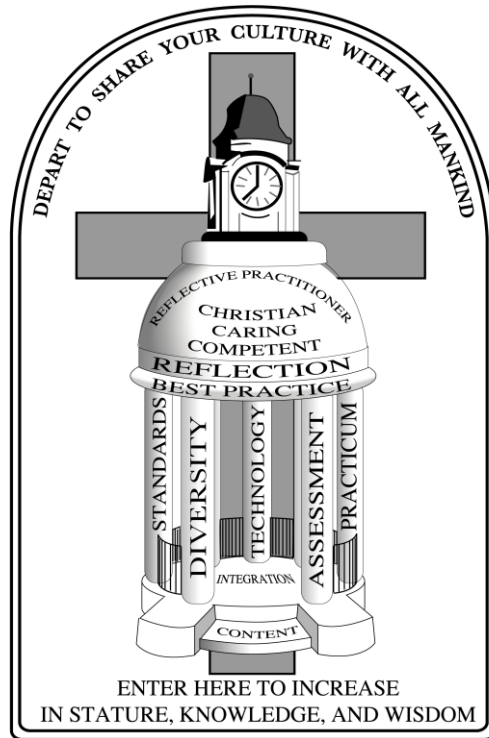


**EDU 6488 ---DIAGNOSTIC & PRESCRIPTIVE READING  
3 Semester Hours Credit**

**MISSISSIPPI COLLEGE  
TEACHER EDUCATION & LEADERSHIP PROGRAMS**



**PREREQUISITE**

Graduate level of study

**COURSE DESCRIPTION**

*Diagnostic & Prescriptive Reading* studies the symptoms and causes of reading disabilities. Analysis and diagnosis of reading ability, including the use of standardized tests, informal measures, portfolios, surveys, inventories, observation and individual or group tests will be utilized. Communicating results and reporting practices will be explored, along with remediation or corrective techniques, special teaching materials, machines and visual or other physical aids for reading improvement. The case study approach utilizing (IEP) individual educational prescriptions will be used by students to develop reading instruction to meet individual needs based upon diagnostic findings.

## **MISSISSIPPI COLLEGE VISION STATEMENT**

Mississippi College seeks to be known as a university recognized for academic excellence and commitment to the cause of Christ.

### **ACADEMIC INTEGRITY**

It is expected that a student attending Mississippi College will be scrupulously honest. Therefore, plagiarism and cheating will be dealt with in accordance with the policies of the university. These policies are stated in the current *Mississippi College Graduate Bulletin* and *Mississippi College Undergraduate Bulletin*. The Board of Trustees has adopted Policy 2.19 with reference to academic integrity.

### **RATIONALE**

Reading instruction in elementary, middle, and high school classrooms is changing. It is imperative that classroom teachers are provided with the necessary information to develop a systematic procedure for assessing reading skill performance and providing appropriate prescriptive instruction. Research in the field of reading has presented new information about the instruction of reading-disabled students, principles of diagnosis, and techniques for remediation and assessment that take into account the relationship between literacy and child development. More specifically, local, federal and state governmental agencies have formulated standards & policies that take into account the following: the role of word identification in the reading process; the importance of comprehension; the impact of early learning on reading development; and the necessity for developing positive attitudes toward reading as a part of the learning process. Teacher responsibility for instruction becomes key in the learning process. This course is designed to assist pre-service and in-service teachers to find new & practical ways to incorporate the wealth of new information & research into their daily practice.

### **LEARNING OBJECTIVES**

The student will develop an understanding of:

- I. the foundations of reading & writing assessment and its importance in literacy development by providing background information about the student;
- II. the essential elements of literacy and the nature of the reading process with its implications for development, corrective and remedial reading instruction;
- III. reading theory and research on word matters, comprehension and other strategies/skills used by literate students;
- IV. procedures for assessing students within the framework of regular classroom reading & writing instruction;
- V. appropriate corrective reading instruction to reduce or eliminate skill deficiencies that could become problematic, integrating data analysis and diagnosis with teaching (Tier 1); and
- VI. intensive diagnosis and tutoring (remedial reading instruction) for individuals with special needs or with small groups of children as taught by a resource or remedial reading teacher in collaboration with the classroom teacher (Tiers 2 & 3).

The student will develop the ability to:

- VII. select, analyze and utilize informal and formal diagnostic procedures for assessing literacy;
- VIII. identify and communicate the sources of student difficulties to other professionals and to parents;
- IX. organize diagnostic/prescriptive reading instruction and implement or integrate it into the curriculum; and
- X. monitor & report progress.

## **COURSE TOPICS**

The major topics of this course center on the latest research and developments in literacy and remedial reading to assist at-risk readers in the elementary and middle years. Those topics to be considered are:

- Introduction to Literacy Difficulties
- Factors Involved in Reading and Writing Difficulties
- Overview of Assessment
- Placing Students and Monitoring Progress; Reporting Progress to Parents & Other Professionals
- Assessment of Reading and Writing Processes
- Assessment of Cognitive, School, and Home Factors
- Emergent Literacy and Prevention Programs
- Teaching Phonics, High-Frequency Words, and Fluency
- Syllabic, Morphemic, and Contextual Analysis and Dictionary Strategies
- Building Vocabulary
- Building Comprehension
- Reading to Learn and Remember in the Content Areas
- Building Writing Strategies
- Tier II and III Programs for Students of All Ages
- Organization of Early Intervention and Corrective Programs

## **INSTRUCTIONAL METHODS**

This is a fully online class. Students will access assignments & assessments through MC Moodle. Reading, writing, viewing video clips & audio/visual aids, & forum discussion will be utilized. Students should give special attention to the opening & closing dates for assignments. Students may request face-to-face meetings with the instructor, if additional assistance is required.

## **REQUIRED PRACTICES**

Required practices include reading assigned material, writing out-of-class assignments, reflections, & guided analysis/ application of the course material. Additional writing assignments include a case study detailing assessment work with at-risk readers.

## METHODS OF EVALUATION

Formal & informal rubrics, multiple choice quizzes, & essays will be used for assessing student understanding of the topics. Weekly assignments, class participation in the online forum & out-of-class assignments comprise part of the grade. Grading rubrics are based on percentages. (see below) Detailed rubrics for each evaluation area are available on the course MC Moodle site.

### Grading Scale:

**A** = 94–100 / **B+** = 90-93 / **B** = 85–89 / **C+** = 82-84 / **C** = 75-81 /

**D** = 70-74 / **F** = 69-0

**I** = (Refer to the *Graduate School Bulletin* for details regarding receiving and removing incomplete grades.)

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### Final Grade Assessments/Evaluations:

	<u>% of Final Grade</u>
1. MC E-Mail Account Established - - - - -	1%
2. Information Form Completed - - - - -	4%
3. Class Attendance & Participation* - - - - -	15%
4. Assessment Pins - - - - -	15%
5. Coursework - - - - -	15%
6. Quizzes - - - - -	15%
7. Journal Readings & Website Review - - - - -	15%
8. Final Exam - - - - -	<u>20%</u>
	100%

### CLASS ATTENDANCE & PARTICIPATION\*

The student should give attention to the forums & to emails. The student is expected to demonstrate class attendance by participating in the weekly class activities & responding to the forums within the time lines given. Points will be deducted for lack of online activity or lack of contact with the instructor. All forum postings should be read. Quality response is important. The course resources contain a rubric for how participation in the forums will be graded.

### ASSIGNMENTS

All assignments should be submitted through the MC Moodle site on or before the scheduled due date. Late submissions will result in lowering of points. Directions & detailed scoring rubrics are given on the MC Moodle course site.

All assignments must be written in Standard English. Correct punctuation, mechanics and spelling are expected. APA style is preferred for formal assignments & citations.

Complete format and heading information for assignments is available on the course MC Moodle course site.

Assignments must be typed & submitted via the submission links on the MC Moodle course site. Submission in PDF format is preferred. Scanned or photographed artifacts are acceptable. A tutorial is available on the course MC Moodle course site detailing how to convert documents to PDF format.

Additional, in depth information about assignments is posted on the MC Moodle course site. Students should give special attention to the opening & closing dates for assignments, forums & quizzes.

## **LATE ASSIGNMENTS**

All assignments should be submitted, as scheduled. Assignments that are submitted late will be subject to lowering of points/grades.

## **INSTRUCTIONAL MATERIALS**

Instructional materials include the textbook & mandatory web practice (see below) journal readings, and other reading assignments. Reliable access to the internet is required in order to ensure success when taking an online course.

## **TEXTBOOK**

Gunning, T. (2008). *Assessing and Correcting Reading and Writing Difficulties* Fourth Edition Boston, MA: Allyn & Bacon.

**Required Web Practice:** Pearson's My Education Lab ~ <http://www.myeducationlab.com/> Access is purchased along with the textbook. If you experience difficulty with this resource, please contact the instructor.

## **ADDITIONAL COURSE INFORMATION**

### **STUDENT RESPONSIBILITIES**

Students are responsible for reading the textbook and utilizing the website materials assigned, as well as participating in the forums. Each assignment will have a reflective piece and/or activities that require you to discuss and participate in related activities or apply information. Students are expected to fully utilize the website that accompanies the textbook for the chapters assigned.

Use resources provided by the textbook to prepare for forum discussions. Final examination will include materials from forum discussion, the textbook and the accompanying website. The quizzes will be of particular help as you study for the final. Students are also expected to be aware of due dates for assignments and assure that their assignments are submitted on the MC Moodle course site on or before the due date. Late assignments will be accepted up to 10 days late, but will have points deducted. Any special circumstances should be discussed with instructor prior to the due dates.

## **ONLINE EXPECTATIONS**

Actively participate.

Respect others and their right to express their opinions and feelings.

## **DROPPING A CLASS**

Dates for dropping courses are listed on the Mississippi College Academic Calendar. A copy of the current calendar is posted on this course site.

## **ORGANIZATION OF MATERIALS**

During the course, students will have access to a number of resources that will be both practical & valuable in classroom teaching. Since these resource materials in MC Moodle & from My Education Lab will not be available to students online after the course is completed, students should make individual provisions during the course for saving materials for future reference. It is recommended that students routinely either compile a notebook of printed material or save the resources to their own computers. These notebooks or saved resources are for student use and will not be submitted for a grade.

## **SPECIAL ACCOMODATIONS**

Students needing special accommodations due to learning, physical, psychological, or other disabilities should contact:

Director of the Counseling and Testing Center

Mississippi College

Box 4016

Clinton, MS 39056

Phone: 925-3354

Office: Lowery 106

Although this is a fully online course, students may request a face-to-face meeting with the instructor, if additional assistance is needed.

## **MC WRITING CENTER**

The Mississippi College Writing Center, supervised by Dr. Steve Price, offers writing consultations free-of-charge to MC students. The MC Writing Center is located in Jennings Hall (Room 304). Hours are M – Th from 9:00 AM - 8:00 PM. Friday hours are 9:00 AM – 3:00 PM. For an appointment, call 601-925-7289 or 601-925-3215.

The Writing Center is an important resource for MC students who desire to improve their writing skills. Free, interactive one-on-one writing consultations are available. The Writing Center staff work with students writing for any discipline. The Writing Center is not a proofreading service, so the tutors will not simply “fix” or edit text. They will help clients find and learn to correct

patterns of errors in their writing, as well as to understand & improve their own writing processes.

### **EXEMPTION FROM THE FINAL EXAM**

Graduating students who wish to be exempted from the Final Exam for this course must meet all of the following criteria:

- Formal requests for exemption must be made in writing via email at least 10 days prior to the start of final exams;
- **All** assignments must be submitted before the request is made;
- Students requesting exemption must have an overall average of 90% or above for the course; and
- Students requesting exemption must be graduating at the end of the current semester.

The instructor will check grade averages and approve or deny the request via email prior to the opening of the Final Exam.

### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Marilyn Lowe

***Email: [mlowe@mc.edu](mailto:mlowe@mc.edu)***

*Please use email to reach your instructor, unless it is an emergency.*

*Inquiries that require a response will be usually be answered within 24 hours.*

***Phone Number: 601-937-7285 (cell phone)***

Use my cell phone only for emergencies. You may text or leave a message on my voicemail. I will get back to you shortly.