

**THE UNIVERSITY OF MISSISSIPPI  
COURSE SYLLABUS**

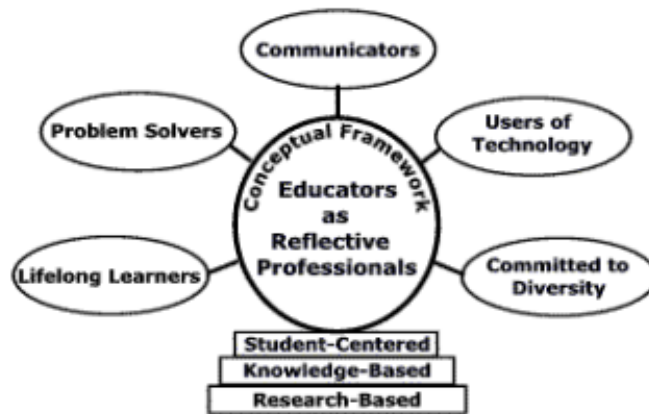
**I. COURSE:** EDRD 616: Diagnostic and Remedial Reading. Classroom evaluation and correction of reading difficulties. Effective use of formal and informal tests to determine student needs. Selection of appropriate methods and materials for remedial instruction. Prerequisite: EDRD 500. (3)

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**II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**

**Educators as Reflective Professionals**



**A. Vision Statement**

The vision of the School of Education at The University of Mississippi is to be an exemplary unit that prepares reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21<sup>st</sup> century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

**B. Unit Major (M) and Minor (m) Themes/outcomes**

1. **Lifelong Learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem Solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment. (m)
4. **Users of Technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. Professionals **committed to diversity** who appreciate diverse contexts and promote and model the values of diversity. (m)

**III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:**

- T -- Thinking and problem solving (M)
- E -- Equality and respect for diversity (M)
- A -- Appropriate teaching strategies (M)
- C -- Communication and cooperation (M)
- H -- Human development and curriculum (m)
- E -- Esteem, autonomy, and lifelong learning (m)
- R -- Relevance: social and global (m)
- S -- Supervision, management, and guidance (M)

**IV. REFERENCES:**

**A. Primary Text(s)**

McCormick, S. (2003). *Instructing students who have literacy problems* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

Woodcock, R. W., Mather, N., & Schrank, F.A. (2004). *Woodcock-Johnson III Diagnostic Reading Battery*. Itasca, IL: Riverside Publishing.

**B. Supplemental Text(s)**

None.

**C. Assigned Readings**

None.

**V. PURPOSE OF THE COURSE:**

The purposes of this course are to:

1. focus on the assessment and instructional decision-making process as it relates to assisting disabled readers and writers;
2. acquaint the graduate students with an interactive view of reading and writing and the assessment/instruction process; and
3. focus on first-hand assessment and instruction experiences with a child and the development of a diagnostic portfolio.

**VI. COURSE OBJECTIVES:**

Candidates will be able to:

1. describe the interactive nature of the reading and writing processes. **(NBPTS 2.1) (IRA 1.4)**
2. administer and interpret appropriate assessment instruments (Woodcock-Johnson III Diagnostic Reading Battery) for evaluating reading, writing, and attitudes about reading. **(NBPTS 2.7)(IRA 3.1, 3.2, 3.3)**
3. select, plan, and implement appropriate instructional strategies (interventions) for word identification, comprehension, and writing. **(NBPTS 3.4)(IRA 2.1, 2.2, 2.3)**
4. demonstrate collaboration skills with families, peers, and other professionals during the assessment process. **(NBPTS 5.4) (IRA 3.4)**
5. examine web sites to identify assessment tools to measure reading difficulties. **(NBPTS 1.5)(IRA 3.1)**
6. develop a diagnostic portfolio that includes evidence of reflection and decision making. **(NBPTS 1.3)(IRA 5.1)**
7. demonstrate an understanding of the importance of integrating technology with reading instruction. **(NBPTS 1.5)(3.1)**

**VII. COURSE OUTLINE:**

See Course Schedule

**VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:****A. Course Requirements**

	<b>Points</b>
1. Attend class and participate in class activities, including readings.....	10
2. Group Presentation.....	10
3. Read and critique two journal articles (5 pts. each).....	10
• The two critiques must address issues concerning assessment and instruction of reading and writing disability.	

- The critiques should be approximately two pages, typed (double spaced). Requirements will be provided by the instructor.
    - Summary of articles
    - Your personal reaction to the article
4. Select at least ten (10) on-line web sites that are used for assessment (give a brief description of each)..... 10
5. Phonics review ..... 10
6. Complete a diagnostic portfolio (including all assessment data using the Woodcock-Johnson III Diagnostic Reading Battery and intervention documentation) ..... 50
- Total Possible** **100**

### **B. Field Experience and Clinical Practice**

The field-based component for this course includes the administration, scoring, and interpretation of a battery of reading/writing assessments and recommendations to identify the needs of the student assessed.

### **C. Assessment Procedure**

A variety of assessment procedures will be used to determine candidate achievement of the course objectives listed under VI. A grade will be given on candidate performance in class, phonics review, presentations, and diagnostic portfolio. Grades will be computed using the following scale:

- A = 92-100
- B = 83-91
- C = 74-82
- D = 65-73
- F = Below 65

### **D. Instructional Strategies**

The course will include lecture, class discussions, group presentation, modeling activities, and, on occasion, guest speakers.

### **E. Attendance Policy**

Attendance and participation in class are expected. Candidates are responsible for all content covered during class regardless of whether or not the absence is excused. Three or more absences will result in lowering the final grade one letter grade (See **Class Attendance** policy on page 10 of the *University of Mississippi M Book*).

### **F. Policies Related to Students with Disabilities**

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services

(915-7128). Contact will be made by that office through the student to the instructor of this class. The instructor will then be happy to work with the student so that a reasonable accommodation of any disability can be made

## IX. SPECIAL CONSIDERATIONS:

### A. Recommended Reading List

References list in text.

### B. Academic Integrity and Honesty

Candidates are expected to follow the honor code as outlined in the current *University of Mississippi M Book*.

### C. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

## EDRD 616 Course Schedule

Date	Topic	Assigned Reading	Assignments	Notes
Week 1	Introduction, review basic reading concepts—Chapter 1	None	None	
Week 2	Causes and Correlates of Individual Differences in Reading Ability	Review Chapter 1 Read Chapter 2	None	
Week 3	Cont. week 2	Read Chapter 3	Article Review #1	
Week 4	Assessment	Read Chapters 4-5		
Week 5	Cont. week 4	Read Chapters 6-7		
Week 6	Woodcock-Johnson III Diagnostic Reading Battery-administration	Read Woodcock-Johnson-instructions	Article Review #2	Training Video
Week 7	Cont. week 6 Practice with peers, scoring, and interpreting		Website Reviews	**Assessment-WJIII
Week 8	Intervention Principles Word Recognition	Chapters 8-9		
Week 9	Word Identification Knowledge of Words	Chapters 10-11	Phonics Review	**Interventions to week 14
Week 10	Comprehension	Chapters 12-13		
Week 11	Reading Instruction For Special Populations	Chapters 14-15		
Week 12	Group Presentations			
Week 13	Group Presentations			
Week 14	Group Presentations			
Week 15	Individual Presentations		Diagnostic Portfolio	
Week 16	Individual Presentations		Diagnostic Portfolio	