

**CENTRAL WASHINGTON UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
EDRD 528:
REMEDICATION OF READING DIFFICULTIES**

PREPARED BY READING EDUCATION PROGRAM FACULTY

SYLLABUS

1. COURSE TITLE

Remediation of Reading Difficulties. Three credits. A required course for the Master of Education, Reading Specialist degree.

2. COURSE DESCRIPTION

Prerequisite, EDRD 526. Techniques and materials for remediating children's reading difficulties. Should be taken concurrently with EDRD 592.1.

3. PURPOSE OF THE COURSE

Compliance with Central Washington University Mission and the Center for Teaching and Learning

This course, Remediation of Reading Difficulties, is consistent with the following missions: Central Washington University's mission, Docendo Discimus"; the Center for Teaching and Learning's mission, "Facilitating learning for a diverse world"; the Teacher Education Programs Department's mission, "The commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skill, and attitudes necessary to educate a diverse population." Further, this course, Remediation of Reading Difficulties, using the Constructivist model of learning, is designed to develop abilities and skills in understanding, interpreting, and questioning.

Compliance with the International Reading Association

In addition, this graduate reading course is consistent with the guidelines of the International Reading Association. It is stated in their standards, "Effective reading requires and understanding of how print works, intertwined with the ability to interpret critically and apply new information to existing knowledge. Hence, the school reading programs must involve students in both learning to read and reading to learn."

Compliance with Office of Superintendent of Public Instruction

EDRD 528 complies with the Essential Academic Learning Requirements.

4. METHODS OF INSTRUCTION

Instructional Methods and Activities include:

Lecture, demonstrations, small group activities, assessment software usage, video viewing, discussions

5. LEARNER OUTCOMES AND PERFORMANCE INDICATORS. Upon completion of this course, the student will:

| Learner Outcomes | Performance Indicators |
|--|---|
| 1. Identify important principles of remediation including the influence of cultural and linguistic diversity. | Attend lectures. Read Gunning or Ekwall & Shanker texts. Take part in discussions. Matrix: 3.3, 4.2, 5.4 |
| 2. Identify and describe effective remedial reading instructional strategies for individuals and groups derived from diverse models of reading including a socio-psycholinguistic model. | Complete compare/contrast chart on holistic vs. skills approach. |
| 3. Construct thoughtful remedial instructional goals and plans for individuals and groups predicated upon diverse and broadly based assessment, methods, and materials including children's trade books, basal readers, teacher made materials. | Case study that incorporates an instructional program of remediation assessment predicated upon diagnosis. Lesson plans. Oral report of diagnostic/remediation progress. Small group discussion and construction of activities. Handouts on appropriate trade books and bibliographies. Matrix: 1.2, 1.5, 2.2, 8.2, 13.5, 13.6 |
| 4. Construct and model instructional strategies and activities for building: fluency, writing competency, word recognition, including phonics, various reading strategies, questioning strategies, comprehension, metacognition; vocabulary development, critical reading skills and strategies, creative responses to text and study skills based on needs of the learner and current research. | In class activities. Attend and participate in group discussion and construction of instructional activities. Case study. Strategies lecture. Matrix: 2.2, 4.8, 6.6, 7.8, 7.10, 11.2, 11.4, 12.1, 12.5, 12.6, 12.7, 12.8 |
| 5. Locate, read, synthesize, and report on current reading research in refereed professional journals, print and electronic. | Research journals and internet to discover ways to improve family and total school literacy. |
| 6. Identify and work with other learning professionals with whom a teacher may collaborate in order to support the reader needing remedial assistance. | Participate in class discussions. Simulations. Matrix: 2.3, 2.6, 2.7, 14.2, 14.4, 14.7 |

| | |
|--|---|
| <p>7. Construct a plan for parents so that they may support their child as he/she develops competence as a reader.</p> | <p>Research journals and the Internet to discover ways to improve family literacy. To construct a plan for a special child to be included in a case study.</p> <p>Matrix: 14.3, 14.7</p> |
| <p>8. Identify materials (trade books, software, CD-ROMs, commercial kits) that may be used in an effective manner to teach with children needing reading remediation.</p> | <p>Attend lectures/demonstrations. Teachers share materials that have worked in an efficacious manner during remediation. Construct a handout of a bibliography that includes a variety of print, including children's literature and electronic instructional devices.</p> <p>Matrix: 1.2, 10.3, 10.4, 12.11</p> |
| <p>9. Recognizes the value of reading aloud to learners.</p> | <p>Handouts, text reading, video, lecture/discussion.</p> <p>Matrix: 1.6</p> |
| <p>10. Understands the influence of school programs on students' learning.</p> | <p>Reserved readings, panel discussions. Lecture/discussion.</p> <p>Matrix: 8.6</p> |
| <p>11. Construct a plan for school-wide reading and motivational programs, as for example, DEAR, SSR.</p> | <p>Cooperative group activity.</p> <p>Matrix: 7.9, 11.3</p> |
| <p>12. Communicates information to the public and policy makers about positive and effective ways to remediate reading difficulties</p> | <p>Writes letters to school board members, editors, and legislators.</p> <p>Matrix: 14.5</p> |

6. TOPICS COVERED

1. A review of theoretical models of reading.

2. Principles of remediation
3. Remedial instructional activities predicated upon the child's diagnosed needs.
4. Construction of a case study.
5. Principles of sharing confidential information.

7. READING, TEXTS, MATERIALS

Gunning, T. (1998). Assessing and Correcting Reading and Writing Difficulties. Allyn and Bacon.

8. EXPECTATIONS/POLICIES

1. It is expected that written work will be done with university level usage of English, vocabulary, and composition style.
2. It is expected that there will be attendance and participation in class discussions and activities
3. It is expected that behavior will be respectful of the other students in the class, as well as the professor.
4. It is expected that the student will keep confidential any test information gleaned from the diagnosis portion of this course

9. EVALUATION/GRADING

Assessment includes:

Examinations, study guides, quizzes, case study, class attendance/participation, instructional plans, projects.

Grading is based upon:

| | |
|----|----------|
| A | 95 - 100 |
| A- | 90 - 94 |
| B+ | 85 - 89 |
| B | 80 - 84 |
| C+ | 75 - 79 |
| C | 70 - 74 |
| D+ | 65 - 69 |
| D | 60 - 64 |

10. BIBLIOGRAPHY

Current

Ekwall, E. & Shanker, J. (1988). Diagnosis and Remediation of the Disabled Reader. Allyn and Bacon.

Shanker, J., Eldon Ekwall, and Judith Shanker. (1997). Locating and Correcting Reading Difficulties. (7th Ed.) Prentice Hall.

Flippo, R. (1997). Reading Assessment and Instruction. Harcourt Brace Jovanovich.

Hancock, Joelle. (1999). Teaching Literacy Using Informational Technology. International Reading Association.

Manzo, A. & Manzo, U. (1997). Literacy Disorders: Holistic Diagnosis, and Remediation. Harcourt Brace Jovanovich.

Classic

Duggins, L.A. (1968). Developing Children's Perceptual Skills in Reading. Mediatrix.

Goodman, Y. & Burke, C. (1978). Reading Strategy Lessons. Macmillan.

Goodman, Y., Watson, D., & Burke, C. (1987). Reading Miscue Inventory. Richard C. Owen.

Periodicals

The Reading Teacher

Reading Research Quarterly

Journal of Educational Research

Journal of Learning Disabilities

Language Arts

11. ADA STATEMENT

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or the ADA Compliance Office, Director, ADA Affairs and Student's Assistance on campus at (509) 963-2171 for additional disability-related educational accommodations.