



**COURSE OUTLINE**

**ERDG 425**

**ASSESSMENT AND TREATMENT OF READING DIFFICULTIES**

**45 HOURS  
3 CREDITS**

PREPARED BY: Lina Radziunas

DATE: December 7<sup>th</sup>, 2015

APPROVED BY: 

DATE: Dec. 10, 2015

APPROVED BY ACADEMIC COUNCIL: \_\_\_\_\_

RENEWED BY ACADEMIC COUNCIL: \_\_\_\_\_



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**ASSESSMENT AND TREATMENT OF READING DIFFICULTIES**

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<b>INSTRUCTOR:</b> Lina Radziunas	<b>OFFICE HOURS:</b> By appointment only
<b>OFFICE LOCATION:</b> TBD	<b>CLASSROOM:</b> A2101
<b>E-MAIL:</b> lradziunas@yukoncollege.yk.ca	<b>TIME:</b> Thursdays, 4 - 7 pm
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**COURSE DESCRIPTION**

This course provides teachers with information about assessment and treatment of students with reading difficulties. It provides experience working with children who have reading difficulties.

**ADDITIONAL COURSE DESCRIPTION**

**Culturally Responsive Literacy Education**

This critical multicultural literacy assessment and instruction course examines the purposes of literacy and assessment and provides teachers with knowledge and experience to design and implement assessment and instruction within broader views of culture, literacy and assessment. Normally in this course, students will engage in instructing school-aged learners.

**PREREQUISITES**

Please see University of Regina calendar. Prerequisite: For Elementary students: One of ELNG 205; and one of ERDG 215, (310 or 317).

**LEARNING OUTCOMES**

This course is designed to help teachers develop knowledge, understanding and practical skills for the development of a reading diagnosis, alternative assessment and literacy instruction. More specifically, objectives include: understanding the reading process; developing respect for cultural, linguistic, and ethnic diversity; recognizing the importance of literacy for personal and social growth; understanding that literacy is a means by which moral and cultural values are transmitted; understanding the value of a reader's prior knowledge, and author's use of written language, and the context of the

reading situation; understanding that goals, instruction, and assessment should be aligned.

Upon successful completion of this course, students will be able to:

- select and complete appropriate reading assessments that involve multiple indicators of student progress.
- ensure the use of a variety of written material to gain insight of the student's knowledge of conventions, text structure and genres, figurative language, and connections between real life situations and text.
- collect background information about the learner's strengths and challenges, as they relate to reading, by communicating with the learner, family members and other educators.
- teach learners how to use prior knowledge, as well as strategies like visualization, making inferences and connections with the literature being read
- monitor and document student progress and adjust teaching strategies to meet the needs of the learner.
- know the principles for diagnosing reading difficulties.
- use technological resources to engage in reflective practices with peers, focal student, and course instructor.
- create fair, useful, valid, and reliable alternative literary assessments.

## **DELIVERY METHODS & FORMAT**

Students in this course will learn how to select and administer assessments, interpret informal reading inventories and use other reading diagnostic tools. It allows course participants to perform authentic tasks on children who have reading difficulties. With the use of diagnostic tools, students will interpret resulting data to determine reading levels and subsequent instructional focus. Advantages and limitations of standardized measures are considered.

This course consists of two parts: class lecture and activities as well as a practicum. Classes will be a combination of lectures, instructor demonstrations and use of technology, in-class exercises, student presentations and group discussions. Participants are required to partake in a weekly practicum that requires direct one-on-one contact with a student, during several weeks of the course.

**It is understood that additional participant/student contact time will fall outside of the required time designated for this course.**

## **COURSE REQUIREMENTS/EVALUATION:**

### **Attendance and Participation**

A student is expected to be present at all lectures, presentations, and student teaching sessions unless absent due to sickness (doctor's certificate may be required), death in

the family or other emergencies. Should a student miss more than 10% of the class sessions (a total of two classes for this course) the student will be placed under review and may not be allowed to write the final examination, or be required to redo the course or student teaching session.

Each student will be required to work with a child throughout the semester. It is the student's responsibility to find a child to work with but the instructor may be able to help out with this. A required permission slip, to be completed and signed by the parent/guardian, must be handed in before work commences with a child. Working with a child will take place outside of class time, at a mutually agreed upon time and location.

### **Late Assignments**

All assignments must be turned in by 6:45 pm on the date required. The penalty for late assignments will be a deduction of 10% per day, to a maximum of three (3) week days. After this time, assignments will not be accepted.

### **Evaluation**

A final examination has not been scheduled for this course. However, there are four major areas of evaluation:

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| a) Initial Assessment (Assignment #1)                  | 20% |
| b) Diagnostic Teaching and Environment (Assignment #2) | 40% |
| c) Final Assessment/Case Study (Assignment of #3)      | 30% |
| d) Class Discussion and Participation                  | 10% |

This course is designed to broaden and deepen the participant's understanding of reading, to effectively help, encourage and inspire struggling readers. In order to achieve this goal, participants are required to:

- i) Work one-on-one with a struggling reader;
- ii) Identify, from this one-on-one contact, areas that they need to expand their knowledge base and read extensively in those areas;
- iii) Write a case study report.

## **GRADING DESCRIPTIONS (University of Regina Calendar)**

**90-99 An outstanding performance with very strong evidence of:**

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

**80-89 Very good performance with strong evidence of:**

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

**70-79 Above average performance with evidence of:**

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

**60-69 A generally satisfactory and intellectually adequate performance with evidence of:**

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

**50-59 A barely acceptable performance with evidence of:**

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

**0-49 An unacceptable performance.**

## YNTEP & University of Regina, Faculty of Education Summary of Academic Regulations, Professional Obligations and Reminders

*The Yukon Native Teacher Education Program is designed to be an experiential model of teacher development. Major goals of this program include: excellence in teaching; development of Yukon First Nations and Yukon curricular content; knowledge of educational issues for First Nations students as a part of all courses; ability to teach in cross cultural settings and rural Yukon communities. YNTEP students are encouraged to consider these topics in their course assignments whenever an opportunity presents itself.*

### Professionalism

YNTEP recognizes that those most suited to teaching are committed to the evolving goals and values of the profession and acknowledge the extent of the trust placed in teachers. Students in YNTEP therefore, must develop and practice a set of professional values and attitudes that include: respect and concern for others, discretion, honesty, open-mindedness, cooperativeness, and courage (YNTEP Handbook p. 5).

Some ways of demonstrating this include:

- 1) exemplary standards for attendance and punctuality and timely notification of absences from class;
- 2) attending class prepared to contribute by completing the identified readings and assignments;
- 3) avoiding distractions in class such as the use of cell phones, eating, or addressing individual student issues that are not part of the course syllabus during class time.

### Attendance and Punctuality

Regular and punctual attendance is very important in YNTEP because courses are often based on participation and experiential learning. In general, students may have 10% excused absences (including lates) from a class and can expect to lose marks for these absences. In a regular 39 hour course this would be 3.9 hours of class time. Note: Student with unresolved attendance and punctuality problems in a particular course may be excluded from writing the final exam.

Please note that the student is responsible for:

1. contacting individual instructors prior to class to report your absence. In an urgent situation you may leave a message at the YNTEP main reception 668-8781.
2. obtaining assignments and course notes from a missed class from a student who acts on your behalf.

3. obtaining a doctor's certificate in the case of a serious health issue where a student is absent for 3 or more consecutive classes. This certificate must be presented to the instructor and is also to be placed in the student's file.
4. being familiar with YNTEP Handbook on Regulations and Procedures on Attendance and Punctuality, page 4.

### **Responsibilities for Learning and Participating in Class**

A YNTEP student's attitudes and behaviour must be consistent with his/her status as a professional teacher in training. Students will be expected to follow the Yukon Teachers' Association Code of Ethics while interacting with peers, Yukon College staff, school staff and the parents and children they may come into contact in student placements. The YTA Code of Ethics is posted in each YNTEP classroom and each student will have received a copy of it in their student teaching manuals. Students are expected to be familiar with YNTEP Handbook on Regulations and Procedures on Professionalism pages 5-6.

### **Harassment**

All members of Yukon College are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the College community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others.

### **Late Assignments**

Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments, are noted in each course outline. Note: not all instructors allow late assignments. In any event, any extension or special considerations for submitting a late assignment must be arranged with instructor in advance of the deadline. Note: printer/computer failure on an assignment due date is not considered a valid reason for an extension. Be sure to back-up your data.

### **Submitting Assignments**

Instructor expectations also vary in regard to how assignments may be submitted to them. Some instructors accept paper copies only; others may allow assignments to be emailed. Be sure to clarify this. Expect all assignments to meet recommended standards of language competence as part of graduation requirements for YNTEP and the University of Regina and follow APA reference guidelines. See attached: Language Competence Policy Statement, U. of R., Faculty of Education.



## **Cheating**

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams. (YNTEP Handbook p. 11)

## **Grounds for Faculty Probation**

Action may be taken any time a YNTEP student is suspected of unprofessional conduct, unresolved attendance/punctuality issues, poor effort/attitude toward learning and teaching, and poor grades. A student who believes that she/he has been unjustly treated at the College is encouraged to seek all appropriate avenues of redress, including discussing the concern with the instructor (an expected starting point), a Chair/Coordinator, or a student counselor, or the Dean of Applied Arts. After such discussion if the issue remains unresolved, the student may initiate a formal appeal in writing by informing the Registrar within 10 working days of the incident or within 5 working days of receiving a final decision from the Dean. See YNTEP Handbook on Regulations and Procedures on Grounds for Action, Faculty Probation and Appeal Policy for YNTEP pages 5-8.

## **REQUIRED TEXTBOOKS/MATERIALS:**

Cockrum, Ward A. and Shanker, James L. (2013). **Locating and Correcting Reading Difficulties**. 10<sup>th</sup> Edition. Toronto: Pearson.

## **SUPPLEMENTARY RESOURCES:**

Shanker, James and Cockrum, Ward. (2014). **Ekwall/Shanker Informal Reading Inventory**. 6<sup>th</sup> Edition. Toronto: Pearson.

Clay, Marie M. (2008). **An Observation Survey of Early Literacy Achievement**. Auckland, New Zealand: Heinemann.

Vacca, Jo Anne L. et al. (2015). **Reading and Learning to Read, Ninth Edition**. Toronto ON: Pearson (Loose-Leaf Version)

British Columbia Ministry of Education, Skills and Training (1996) **English Language Arts K to 7 Integrated Resource Package**. Victoria, British Columbia

Articles and readings as assigned and/or provided by instructor.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **LORENE ROBERTSON WRITING CENTRE**

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of

all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website:

[http://www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre)