

Sul Ross State University

Department of Education

Fall 2015

ED 6314 Diagnosis & Correction of Reading Disabilities

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Course Description

This course is a requirement for the Master of Education Reading Specialist program, the Master of Education Educational Diagnostician program, and the Reading Specialist Certification program. It is designed to address the symptoms and causes of reading difficulties and disabilities. Methods of assessment and diagnosis will be addressed through course readings and discussions, and will be applied in field opportunities. Intervention and remediation techniques will also be addressed throughout the course. Various assessment techniques which can be applied in the classroom with individual students or with groups of students will be examined.

Required Textbooks

Gillet, J., Temple, C., Temple, C., & Crawford, A. (2012). *Understanding reading problems Assessment and instruction* (8th ed.). Boston: Pearson.

(This textbook will also be used in ED 7312 Practicum in Reading.)

Roe, B. D., & Burns, P. C. (2011). *Informal reading inventory preprimer to twelfth grade* (8th ed.). United States: Wadsworth Cengage Learning.

(This manual will also be used in ED 7312 Practicum in Reading.)

Recommended Textbook

Shaywitz, S. (2005). *Overcoming dyslexia*. New York: Vintage.
ISBN: 0679781595

Additional dyslexia information is located in Dyslexia Resources in the course main menu.

Certify Teacher Software

This software is required ONLY for Texas Reading Specialists Candidates and students seeking Reading Specialist Certification in Texas.

If you have not already done so, when you are within 10 months of completing your degree, purchase the Certify Teacher software to help you prepare for the TExES Reading Specialist 151 exam. (certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for \$55.

Access the Certify Teacher site with your SRSU email address. When prompted about the six-hour requirement, click ACCEPT.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! Use only Study Mode and Flash Cards. During the ED 7312 Practicum in Reading course you will be required to take the Practice Test that is included in the software in order to complete the course. You will be instructed to take the Practice Test (twice if necessary) and have the results sent to our Certification Specialist. Upon scoring 260 or higher you will receive a recommendation from SRSU to take the Reading Specialist TExES exam. If you take the Practice Test more than two times, the scores will be invalid and you will be required to pass a paper/pen practice test on campus in order to receive credit for the course and receive a recommendation to take the Reading Specialist TExES 151 exam. SRSU requires a passing grade of 260 for the Certify Teacher Practice Test.

Work in Study Mode and Flashcards on a regular schedule. You will pay for the software only once and you may use it for as long as you need it, but you will be required to reactivate it periodically. **REMEMBER** work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

Program Student Learning Outcomes

- The student will interpret literacy assessments appropriate to the level of early childhood through grade 12.
- The student will demonstrate that he/she can apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.

Course Objectives

Through the activities of this course you will:

- identify factors which influence reading achievement
- assess factors which influence reading achievement
- articulate strengths and weaknesses inherent in assessment procedures
- perform assessment procedures
- interpret assessment data
- design reading remediation and/or intervention based on assessment data

Course Format

This is an online course. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.

Four points are critical to your success in this online course:

- ❖ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Read the syllabus and review the course calendar to know what to do for each assignment. Read the syllabus and calendar. Study the syllabus and calendar. Follow the syllabus and calendar.
- ❖ Your commitment to a consistent and continual effort is point two. Work consistently. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing written assignments. Log on to Blackboard and your SRSU email account several times a week to check for messages, announcements, or other developments.
- ❖ Your ability to devote a minimum of 6-9 hours per week to your course work is point three. If you don't have that kind of time right now, drop the course and take it later. Assignments submitted late will be penalized. Some assignments will not be accepted after the due date.
- ❖ Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We're all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are natural states of affairs. Expand your comfort zone. Between stimulus and response lies a space. In that space we have the power to choose our response. In our response lies our growth and our freedom. Grow and be free!

Reading Specialist Standards

This course addresses the following standards. A complete copy of the copy of the four standards and fourteen competencies to be mastered by Texas Reading Specialists can be found at:

cms.texas-ets.org/index.php/download_file/view/634/259/

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239 STUDENT SERVICES CERTIFICATES
SUBCHAPTER READING SPECIALIST CERTIFICATE

D

RULE §239.93

**Requirements for the Issuance of the
Reading Specialist Certificate**

Domain I Instruction and Assessment: Components of Literacy

Standard I Components of Reading

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.

Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.

Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.

Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

Competency 005 (Fluency) The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 - 12.

Competency 006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

Competency 007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

Domain II Instruction and Assessment: Resources and Procedures

Standard II Assessment and Instruction

The reading specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.
Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

Domain III Meeting the Needs of Individual Students

Standard III Strengths and Needs of Individual Students

The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and secondary language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Competency 011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.

Domain IV Professional Knowledge and Leadership

Standard IV Professional Knowledge and Leadership

The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluation professional development programs.

Competency 013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

Educational Diagnostician Standards

This course addresses the following standards:

Texas Administrative Code

[Next Rule>>](#)

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239	STUDENT SERVICES CERTIFICATES
SUBCHAPTER C	EDUCATIONAL DIAGNOSTICIAN CERTIFICATE
RULE §239.83	Standards Required for the Educational Diagnostician Certificate

(h) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

(k) Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

Other Professional Materials

Become familiar with Internet search engines and library electronic databases used to locate and examine information and resources related to diagnosing and correcting reading disabilities for the levels of early childhood through grade 12. When you have questions about the use of the library, please contact Amanda Gomez, Education Coordinator Librarian, 432-837-8312. agomez6@sulross.edu

Course Activities

- Student Info Form
- Encore! Introduction
- Connections/Goals
- Assigned Textbook Readings
- Reflections on the Readings
- Peer Responses to the Reflections
- IRI Assessment Kit
- IRI Assessments
- IRI Oral Recording Samples
- IRI Blogs
- Portfolio
- Dyslexia Review

Connections, Expectations, Goals, and Objectives

The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Write a statement in which you recall and analyze previous experiences with and understandings of reading and how these experiences and understandings might connect to this course. Next, describe your expectations of how this course will further your previous experiences and understandings. Finally, develop one or more goals with accompanying objectives toward which to work.

A **goal** is a broad, clear statement of an outcome you plan to achieve during the semester. An **objective** is a specific, clear and measurable statement that identifies one step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained.

- The goal(s) should relate to the Reading Specialist Standards and Competencies or the Educational Diagnostician Standards specific to this course. (See Texas Administrative Code on page 3.)

- After formulating the goal(s), develop one or more objectives for each goal. These objectives should be specific, clear, and measurable.
- Check your goals periodically for progress toward mastery. By the end of the semester you should have sufficiently mastered your goals.

Assigned Readings & Reflections

Our goals are to develop an ability to administer and interpret literacy assessments appropriate for students from early childhood through grade 12 and to demonstrate that we can apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.

Research indicates that we learn most effectively when we engage in our own learning by writing about and reflecting on new information, by relating new information to past knowledge, and by applying new information to our daily lives. Engaged learners ask questions, experiment with new ideas, discover connections, and create new paths to follow. I invite you to engage!

With this in mind, prepare to discuss and reflect on the readings from the textbook by flagging, highlighting, taking notes, or using other methods to draw attention to ideas or suggestions that interest you as you read the assignments from the text. Read with a “so what?” attitude. How is what you are reading going to affect you and the students you teach? Make every reading assignment about you and your students. The content presented in your textbook is an important component of this course. It is because of the importance of this content that I ask you to spend an ample amount of time on the reading assignments.

The most effective learning is collaborative and social, rather than competitive and isolated. Because social interaction is an important learning strategy, you will work together by responding to each others' reflections.

Part 1, Reflections

In an effort to understand, remember, and be able to put into practice the theories and strategies presented in our textbooks, write your reactions to and reflections to the material put forward. Include an entry of approximately one-half to one double-spaced page (125 – 250 words) for each chapter you read. Please number each chapter separately (Chapter 1, Chapter 2).

Before you begin writing your reflections, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Grading Rubrics/Reports/Forms, Checklists, & Charts.) As you write, remember that a reflection is not a summary of the chapter. In your reflection, you will explore what you can do with some of the ideas you encounter while reading the assigned chapters. As you reflect, ask yourself questions; make text-to-self connections (connect the reading to your own experience and memories), text-to-world connections (connect the reading to the facts and information you know about the world), and text-to-text connections (connect the reading to other books or materials you've read); experiment with ideas; pose “I wonder ...” queries; probe your reactions to the suggestions; imagine how you could use the information about which you are reading.

Do not make these reflections about "teachers." Make these reflections about YOU. Do not write about what "teachers" should do. Write about what YOU will do as a result of what you have read.

Before you submit your reading reflections, check them yourself with the rubric that I will use as a grading tool. (See Course Menu/ Assignments/Grading Rubrics/Reports/Forms, Checklists, & Charts.)

On or before the day they are due, submit your reflections in two places: 1) the class discussion board for your classmates to read; 2) the appropriate Week Folder for me to read.

This is for the first part of your reading assignment grade. **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions. Reflections will be accepted for six days after the due date. After the six days the slot will close, the assignment cannot be submitted, and you will lose credit for the assignment. See Course Calendar for due dates.)**

Part 2, Peer Responses

When your classmates' reading reflections are submitted to the discussion board, read their reflections and respond to their comments and ideas. Some of you have extensive classroom experience, some of you are just beginning your teaching careers. This is where we share our knowledge and learn from each other.

In writing your responses, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written

The ideal feedback is specific and can include recommendations. Be kind and considerate in your responses, but if you only say things like "Great idea!" you are not helping your classmates very much. Take a few of their comments and expand on them, question them, wonder about them. Try to provide some constructive suggestions, and be open to constructive suggestions your classmates might offer you.

You are encouraged to read the reflections of as many classmates as time allows and respond to as many as you like. Frequently several people will be particularly interested in a specific topic or idea and the discussion becomes lively. You want to exchange questions and answers, comments and opinions, and you want to do it quickly. I hope this happens often during this course. In these situations please exchange information without feeling inhibited or stifled by the fact that the Peer Response is one of the assignments for which you will receive points. I urge you to fire away as often as you like. **Then, on or before the due date, submit to me through the appropriate Week Folder in Blackboard/Assignments your two responses that most closely follow the Peer Response rubric.**

When a classmate responds to one of your reflections please reply to his or her response by answering any questions that are asked or otherwise clarifying an idea you may have posited. None of us is as smart as all of us, and all of us know more than we think we know. Please use this assignment as an avenue to teach and learn from each other.

Submit two of the peer responses you have written in reply to your classmates to me through Blackboard/Assignments/Week Folder. **Submit both responses at the same time.** This is for the second part of your reading assignment grade.

Before you begin writing your peer responses, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Grading Rubrics/Reports/Forms, Checklists, & Charts.) **(Please be prompt with this assignment. Late submissions will not be accepted. The Peer Response submission slot closes after the assignment is due. If not submitted on time you will lose credit for this assignment. Email attachments will not be accepted. See Course Calendar for due dates.)**

Reflection & Response Audit

The purpose of this assignment is to give you an opportunity to draw some conclusions by reviewing the professional growth you've experienced this semester. Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates have made to your reflections. Try to step back and put some distance between yourself and what you've written. Imagine that these reflections and responses were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas.

Analyze the reflections and responses by commenting on such things as themes that may have emerged, ideas that are worth revisiting, changes in your thoughts over time, recurring ideas, surprises you encountered, changes in opinions, inspirations to try something new with your students, and new beliefs.

Some questions you might attempt to answer include: What do you usually write about in your reflections? Are there specific issues that reappear in your writing? How has writing reflections and responses related to your learning process? What effect did your classmates' responses have on you? How do you feel you've contributed to the online learning community through your reflections and responses? What did you learn from this activity that you can take with you? What aspects of the reflections and responses do you value most and how does it show up in your posts? What else do you notice?

As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to meet the goal. Your audit should be approximately two - three pages, double-spaced.

Before you begin writing your Reflection & Response Audit, study the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Grading Rubrics/Reports/Forms, Checklists, & Charts.) **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Informal Reading Inventory (IRI) Assessment Kit – Preparing the Kit

The purpose of this assignment is to give you an opportunity to prepare a professional assessment kit to use in your position as a reading specialist or diagnostician. In this course you will prepare and use the kit to administer IRI's to two students. In the ED 7312 Practicum in Reading course reading specialist candidates will use the kit again to administer IRI's to two additional students, one of whom will become the intervention student.

Study the Roe & Burns manual to get an idea of how you want to prepare your kit. You will use the Placement Word Lists and the Graded Passages Student Booklets again and again with different students. You may want to copy these pages and laminate them or put them in sheet protectors, or you may simply remove them from the manual and either laminate them or place them in sheet protectors. The goal is to be able to access the appropriate Lists and Passages quickly and efficiently in order to assess a student.

For your convenience in administering the IRI, consider organizing these assessment materials in a 3-ring binder, an expandable file, or a plastic tote box. Students have found that Avery Index Tabs with Printable Inserts work well on sheet protectors.

You, the administrator of the IRI, will use the Teacher Word Lists and Graded Passages Teacher Booklets when administering the assessments. You will need to read the introductory statements to the students and mark miscues and comprehension questions as students read the passages. Decide how you want to organize the administrator materials. The easiest way for me to do this was to copy the Teacher Booklets, write directly on the passages, then replace the ones I'd used. But use your own judgment. You may find a better way to do this.

Make copies of the pre- and post-intervention Summary of Quantitative Analysis, Summary of Qualitative Analysis, Worksheet for Word Recognition Miscue Tally Chart, and the Worksheet for Qualitative Analysis of Uncorrected Miscues in Context for each student you assess.

The Placement Word Lists are used simply to give you an idea the level on which to begin with the Graded Passages.

Form A of the Graded Passages will be used for the **pre-intervention** oral reading assessment.
Form B of the Graded Passages will be used for the **pre-intervention** silent reading assessment.

In ED 7312:

Form C of the Graded Passages will be used for the **post-intervention** oral reading assessments.
Form D of the Graded Passages will be used for the **post-intervention** silent reading assessments.

Collecting information about your student's rate of reading and reading behavior yields helpful information. Include rate of reading information on the Summary of Quantitative Analysis and reading behavior information on the Summary of Qualitative Analysis. (Rate of reading information can be found in Roe & Burns, p. 9.)

Determining the student's listening level is important and should be included in the data collection. (Review "The Listening Level," in Gillet, p. 219 and "Listening Comprehension Level" in Roe & Burns, p.4.)

Take four or five photographs to show your completed kit, scan the photos, and submit them through Assignments/Week Folder.

Administering IRIs & Recording the IRI Oral Readings

The purpose of this assignment is to help you gain experience administering and interpreting an Informal Reading Inventory. During this course you will use your IRI kit to assess two students. **The two students will be assessed at different times during the course.** To increase your familiarity in administering IRI's, assess one student from grades 1 - 4 and another from grades 5 - 12.

Attempt to work with children who are below grade level in their reading ability. Rely on friends or teachers when locating the children and ensure them that you are administering the assessments only for practice to fulfill the requirement for this course. They should understand that you are not diagnosing any specific reading problem; rather, you are gaining experience in giving an IRI.

Make recordings of the pre-intervention oral portions of the Graded Passages of the IRI. These passages will come from Form A. These are the passages that the students read orally. Include the questions that follow the reading and the students' responses in the recordings. You may record these digitally and submit them as MP3 files. You will use the recordings to help you in marking the miscues after the students have completed their testing and been dismissed. Replaying the recordings when doing the analysis of errors will increase your accuracy.

After conducting the assessments, use the Worksheets to help you analyze the data. Then enter the summaries on the Summary of Quantitative Analysis and the Summary of Qualitative Analysis charts. (Use copies of the Worksheets and Summary forms from the Roe & Burns manual.) Also, use the Pre-Intervention Diagnostic Report form on which to summarize your findings and make recommendations for an intervention based on the student's needs. (Use the Diagnostic Report word document form found in Assignments/Rubrics/Reports/Forms.)

You will use this IRI Kit again during ED 7312 Practicum in Reading to assess two more children, one of whom you will choose as your intervention student. Based on your analysis of the IRI in ED 7312, you will plan and conduct a ten-week, 30-hour, one-on-one intervention with one of the students.

Submit the IRI Assessments and the IRI Oral Readings through Assignments/Week Folder.

1st & 2nd IRI Blogs

The purpose of this assignment is to give you and your classmates a place to exchange information about your experiences using an IRI. After you have completed and submitted your first IRI assessment and recordings of the Oral Reading, please reflect on the experience with your classmates. Discuss such things as what went right, where you found challenges, what you learned that will make administering the second IRI easier, and any other information that will give your classmates some insight into effective and efficient ways to administer an IRI.

Later in the course you will administer a second IRI. After you have completed and submitted your second IRI assessment and recording of the Oral Reading, share your experience with your classmates a second time.

Dyslexia Review

The purpose of this assignment is to give you an opportunity to become more familiar with dyslexia and the efforts that have been made in Texas and elsewhere to address this issue. Use the 2014 Dyslexia Handbook to work your way through the Dyslexia Review form. Please submit the completed review through Blackboard. The Handbook and the Review form are located in Dyslexia Information in the main menu. Also located in Dyslexia Information you will find a video, The Big Picture Rethinking Dyslexia. Please take the time to watch this video as it provides personal accounts of living with dyslexia and presents the latest scientific and psychological research regarding this neurological issue.

Dyslexia Resource Binder

This is not an assignment, but you might consider using the resources in Dyslexia Information to create a professional binder in which to organize information concerning dyslexia.

You could include in your binder

- 1) a copy of the 2014 Dyslexia Handbook
- 2) a copy of the Dyslexia Brochure in English
- 3) a copy of the Dyslexia Brochure in Spanish
- 4) a copy of the completed Dyslexia Review

As you encounter more resources that will be useful in understanding dyslexia and in describing it to others, include them in your binder.

Academic Portfolio

Please see Portfolio Instructions in the Main Menu for information about the Academic Portfolio. Portfolio requirements for this course are:

- 1) Audit (course assignment--place this under the Standard it most reflects -- use Form Portfolio Artifacts
- 2) Student-selected course assignment--place this under the Standard it most reflects -- use Form Portfolio Artifacts
- 3) Reflective Statement -- Complete the following portions:
 - Vision for Reading
 - Vision for Learners
- 4) Begin or continue Professional Resources

Grading & Grading Policy

Only those students who adhere to the SRSU attendance policies will pass this course. Grades are based on a 1000 point system. A=900-1000; B=800-899; C=700-799; F=0-699

- Goals 15
- Reading Reflections: 200 (50x4)
- Peer Responses: 200 (50x4)
- IRI Kit: 50
- IRI Assessments: 220
- IRI Oral Recordings: 40
- IRI Blogs: 40
- Audit 70
- Portfolio 65
- Dyslexia Review: 100

1. Late assignments will lose 15% from the assignment grade. Some assignments will not be accepted after the due date. Assignments are due at 11:55 p.m. on the dates posted on the Course Calendar.
2. You are welcome to turn in assignments early.
3. All assignments must be submitted by the last class day.
4. No extra credit points are available.
5. There are no incompletes for this course.
6. Students will have the opportunity to revise and resubmit assignments provided they were originally submitted on time. Work submitted on the last class day of the semester cannot be revised and resubmitted.
7. Please stay in touch. I'm always happy to hear your questions and comments. Email is the best way to contact me. I usually check email several times a day from 10 a.m.- 5 p.m. including most weekends.
8. I reserve the right to make adjustments to this syllabus based on changes that may occur during the semester.
9. Please do not panic or stress over technology issues or course content issues. Contact Sandy for help with technology issues. Contact me for help with course content issues. Helping you navigate a successful learning experience is our goal.

To avoid receiving an F in a course for which you have registered but in which you have not been able to participate, withdraw from the course prior to the last day for withdrawal with a W. Check the semester calendar for this date.

Academic Integrity

Students are to engage in all academic pursuits in a manner that is beyond reproach. They are to maintain complete honesty and integrity in academic experiences as described in the University Policies & Procedures section of the Sul Ross State University Student Handbook.

Application for Candidacy

Graduate students are expected to maintain a 3.0 GPA average throughout the program. **Students seeking a Master's degree are required to complete an Application for Candidacy after completing 12 hours in the graduate program.** The Application for Candidacy form can be accessed on the SRSU webpage and should be returned to the program advisor for approval. (Academics>Professional Studies>Education>Forms)

Distance Learning Attendance

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including web-based, online, and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In web-based, online, and ITV courses, this policy is interpreted as not participating for more than three weeks in a long semester, one week in a summer session, or three days in a mid-winter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communication with the instructor by phone or email
- not following the instructor's participation guidelines stated in the syllabus

Comprehensive Examination/E-Portfolio Review

Graduation requirements for students in the reading specialist program are transitioning from a comprehensive exam to an electronic portfolio review.

The following guidelines apply to students who began prior to Fall 2015: When you have completed, or almost completed, the course work for your Master of Education Reading Specialist Degree, you will be required to pass a Comprehensive Examination (the Comps). Through this four-hour essay exam you will show that you have an understanding of the material you have studied throughout your years in graduate school. Reading Specialists candidates may make arrangements to take the Comps in their geographic area. Students are required to apply for the comprehensive exam the semester preceding the final semester of enrollment. If you are planning to graduate next semester, apply now. Reading Specialist candidates, please check with me for comp review questions. Other students who have requested that I serve on your exam committee, please check with me for review questions.

You will be required to complete the portfolio assignments in each of your remaining courses. Please check with me to discuss which of the graduation requirements you should use as your exit requirement.

The following guidelines apply to students who began during or after Fall 2015: Throughout the program you will build a portfolio that reflects your understanding of the reading specialist

competencies. During your last semester of study, your portfolio will be reviewed by an academic committee composed of your major advisor and additional professors.

Graduation Application

Students are required to apply for graduation the semester prior to the final semester of enrollment. If you are planning to graduate next semester, apply now. Students who fail to complete this application process during the semester preceding their final semester will incur a late fee. Do not procrastinate. Apply now!

SRSU DISABILITIES SERVICES

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services please contact the ADA Coordinator, Ferguson Hall 112.. The mailing address is Sul Ross State University, PO Box C-122, Alpine, TX 79832. The telephone number is 432-837-8691; the fax number is 432-837-8363.

ATTENDANCE POLICY

This is a Web-Enhanced class; however, the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the Sul Ross State University campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.