

Sul Ross State University – Rio Grande College  
EDUC 4315  
Assessment and Remediation Techniques for Reading Problems  
Fall 2015

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**Text:**

Reutzel, D.R., & Cooter, R.B. *Strategies for reading assessment and instruction: Helping every child to succeed.* (4<sup>th</sup> ed.). Boston: Pearson Allyn Bacon.

**Course Description:**

This course serves to prepare teachers and pre-service teachers to effectively utilize evidence-based literacy assessment and instructional strategies in their classrooms. Pre-service teachers will learn literacy assessment tools and techniques to identify students' strengths and needs. The course will also cover strategies to plan for effective intervention that enhance student literacy development. Students will examine the influence of RtI and progress monitoring to established literacy programs. Students will also demonstrate assessment, instruction, and intervention related to early literacy, fluency, vocabulary instruction and comprehension. Diagnosis of specific learning needs related to reading will also be examined.

**Objectives:**

Throughout and upon completion of this course, the student will:

1. Understand the teacher's critical role in assessing and teaching literacy skills.
2. Engage in the cycle of data-driven instructional planning based on analysis of ongoing monitoring of students' literacy growth and progress.
3. Learn evidence-based assessment tools and techniques to evaluate students' literacy growth and progress.
4. Learn evidence-based instructional strategies to enhance students' literacy skills.

5. Use assessment results to plan effective instructional interventions for large groups, small groups, and individual groups.
6. Understand the critical role of families and communities in children's literacy development and learn strategies to increase school, home and community partnerships.

### **Standards:**

**Standard II. Phonological and Phonemic Awareness:** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Standard III. Alphabetic Principle:** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Standard IV. Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

**Standard XI. Research and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Standard XII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

### **Course Requirements:**

#### *Attendance and Participation*

Class attendance is essential for successful completion of this course. Your attendance grade will be based on a sign-in sheet which will be distributed at the beginning of class. It is your responsibility to sign-in at each class meeting. As well, participation implies active contribution and is essential for optimal learning to occur. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters, articles, or other assigned materials.

### **Quizzes**

There will be four quizzes. Quizzes will be multiple choice. Please make arrangements to take the quiz on the scheduled dates. Any quiz not made up prior to the next class meeting will receive no credit.

## Journal Entries

Students will participate in weekly journal entries which will correspond with the chapters we will be covering. Topics for each entry are listed at the end of the syllabus but can vary from week to week. Credit for journal entries is based on effort, writing skill, and ability to convey understanding of information covered.

## Grading Policy

Quizzes 4 @ 25 points	100
Final Exam	100
Attendance/Participation	100
Journal/Key Terms 4@ 25 points	100
Assignments 4@ 25 points	100
Observations 2 @ 100 points	200

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A: 650-700

B: 600-649

C: 550-599

D: 500-549

F: < - 499

## Reminders:

- In class activities and assignments will not be turned in as “makeup” work. Please do not request special consideration of this policy.
- Course sign-in sheet will be available at the beginning of class. Arriving late or leaving early can result in an absence. There is not a distinction between excused and unexcused absences.
- Please be prepared to begin class on time and stay through the duration of class. Entering and exiting after class has started serves as a disruption to me and your peers. Bathroom and snack breaks need to occur before, between or after classes.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing.
- **Please keep cell phones and pagers on vibrate or silent and out of sight.**

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the students’ responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*

