



EDUC 6314  
Diagnosis and Correction of Reading Disabilities

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Office Hours:

Monday, Tuesday, Thursday 8:00-12:00

Wednesday 11:00-12:00

Friday and afternoon hours available by appointment

Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

**Textbook** (Required)

Morris, D. (2014). *Diagnosis and correction of reading problems*. (2<sup>nd</sup> ed). NY: Guilford Press.

Shaywitz, S. (2005). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. NY: Vintage Books.

**Supplemental Resource**

This is a required text for the Reading Practicum (EDUC 7312).

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

**Course Description**

This course is designed to address the symptoms and causes of reading difficulties and disabilities. Methods of assessment, diagnosis, intervention and remediation techniques will be covered throughout the course. Students will learn various assessment techniques which can be applied in the classroom with individual students or with groups of students. This course is an advanced course which presumes graduate students have had introductory reading courses at the graduate level.

**Course Objectives**

Throughout and upon completion of this course, the student 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

## **Student Learning Outcomes**

- The student will convey knowledge of theoretical foundation of reading.
- The student will identify interrelated components of reading that occur throughout the development of the learner.
- The student will use appropriate literacy assessments to address the individual needs of the learner.

## **Reading Specialist Standards**

This course addresses the following standards with regard to the Reading Specialist Certification:

### ***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.

### ***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.

### ***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.

### ***Standard IV***

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.

***Distance Education Statement:*** Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## Course Activities

### Reading Responses (Morris)

Reading Responses record student thoughts, feelings, opinions, connections, questions, and reactions related to the assigned reading. They encourage students to think deeply about the materials they read and reflect on and raise questions about the text. This interaction between reader and text extends the reading experience into the "real life" application of information and are especially valuable for promoting opinion making, value judgments, and critical thinking. You will develop responses to each text chapter. Each entry should be a maximum of two double –spaced pages. Please use this as an opportunity to reflect on the reading, ask questions, and make connections between previous understandings and new learning. Responses are expected to reflect thought rather than your ability to “*regurgitate text on a literal level*”. Since this is a web-based course, this journal will need to be computer generated and submitted on Blackboard. I will ask that your submissions be made at midterm, and then at the completion of the course. Journal submissions should be presented in a complete, organized manner with a proper heading and attention to each chapter.

### Informal Reading Inventory Assessment Kit

You will create an assessment kit using the Roe & Burns Informal Reading Inventory. Prepare your assessment kit by copying the following pages:

- Placement Word List: Student Word List 1
- Placement Word List: Teacher Word List 1
- Placement Word List: Student Word List 2
- Placement Word List: Teacher Word List 2
- Graded Passages: Student Booklet Form A
- Graded Passages: Teacher Booklet Form A
- Graded Passages: Student Booklet Form B
- Graded Passages: Teacher Booklet Form B

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 assessments.

Copies of the pre- intervention Summary of Quantitative Analysis and Summary of Qualitative Analysis forms, and the Worksheet for Word Recognition Miscue Tally Chart forms are to be included. For your convenience in administering the IRI, organize these assessment materials in a 3-ring binder. Consider using plastic document covers or lamination for the Placement Word Lists and the Graded Passages. Collecting information about your student’s rate of reading and reading behavior yields helpful information when considering lesson planning and intervention strategies. Include rate of reading information on the Summary of Quantitative Analysis and reading behavior information on the Summary of Qualitative Analysis.

You will use this kit to assess a student of your choice during this course. When choosing a child to work with, please look beyond your own family. Try to work with a child with a possible reading need. Rely on friends or teachers when locating a child and ensure them that you are completing this as part of coursework. You are not diagnosing any specific reading problem; rather, you are practicing with forms of reading assessment. After performing the assessment and analyzing data, you will write a proposed plan of intervention based on the child’s needs. Your

plan will include a time frame of prescribed intervention. Resources for designing intervention should be discussed. This kit and the data gathered from your interaction with the student will be reviewed at our end of course conference.

### **Dyslexia Binder**

Each student will create a dyslexia binder which will include the following:

- ❖ The Dyslexia Handbook
- ❖ The Dyslexia Brochure (English and Spanish)
- ❖ Completed questions based on the online Dyslexia training module

Copies of the handbook and brochures can be found in the Course Documents section of Bb. After compiling and reviewing these items, you will complete an online training module. The resources are available in the Course Documents section of Bb.

You will find two items which you will complete:

-Navigating the Dyslexia Handbook

The module will ask questions and require you to notate particular items in your handbook.

Follow the instructions completely, and be prepared to include your written responses to questions in your binder. Upon completion of the handbook module, you will then proceed to the –Technology Integration for students with DyslexiA

This presentation is also located in the Course Documents section of Bb.

Your completed binder will be reviewed at our end of course conference.

### **Dyslexia Videos**

In addition to your Dyslexia Binder, you will view the two videos in your Bb course. You have the option of constructing a written response, video response or share your ideas in a conference.

All written work at the graduate level is expected to be submitted with proper sentence structure, grammar and usage, and proper formatting. **Please edit your work.**

### **Book Review (Shaywitz)**

Upon completing the Shaywitz text, you will be asked to submit a review. This review can be formatted as a journal, written paper, or a video presentation.

Grade Calculations:

Reading Responses	50 points
IRI Kit	50 points
Dyslexia Binder	50 points
Dyslexia Videos	25 points
Book Review	25 points
Total	200 points

*A: 180+, B: 179-160, C: 159-140, D: 139-130, F: < 130*

**Take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You should also be developing the ability to paraphrase information from textbooks and journals. If you must use the author's words verbatim, you need

to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit.

### **Dropping a Class**

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by April 7, 2017. A professor can also drop a student for non-participation which will result in an "F".

### **University Services**

As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smarthinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc...) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester. There will be a handout made available in Blackboard which details login information and includes instructional support videos.

### **Academic Integrity:**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

*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 student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*