

# Sul Ross State University

## Diagnosis and Correction of Reading Problems

EDUC 6314 SPRING 2022

### Course Syllabus

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Office Hours: Tuesday & Thursday 9:00-1:00, Wednesday Virtual 10:00-12:00, Friday by appointment

### Course Description

This course is designed to identify and 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. Assessment techniques which can be applied in the classroom with individual students or groups of students will be examined.

### Marketable Skills:

**Communication:** Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.

**Critical Thinking:** Students will analyze various strands of discrete data to support planning and decisions.

**Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.

**Collaboration:** Students will engage in various digital mediums to facilitate collaborative workflows.

**Creativity:** Students will be able apply innovative approaches and problem-solving techniques to apply creative solutions to improve academic performance.

### Performance Standards, Goals, and Learning Objectives

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#### Program Learning Outcomes

The graduating reading specialist student will demonstrate that she/he can

- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12

- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

### Course Student Learning Outcomes

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Through the activities of this course, students will develop an understanding of the following:

- Demonstrate that he or she can apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.
- Interpret, create, and give literacy assessments appropriate to the level of early childhood through grade 12.
- Demonstrate the ability to communicate assessment results with all stakeholders.
- Identify characteristics of dyslexia and other reading disabilities.
- Address reading disabilities to include dyslexia through a targeted intervention plan that encompasses research-based strategies and resources.

Information regarding professional certificates to include Educational Diagnostician, School Counselor, Master Teacher Certificate and Reading Specialist Certificate can be found at

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/index.html>

### Reading Specialist Standards

- **Standard 1: 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 2: 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 3: 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 second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
- **Standard 4: 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 evaluating professional development programs.

Competencies: 1.1k, 1.2k, 1.3k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.4k, 1.5k, 1.6s, 1.7s, 1.8s, 1.9s, 1.6k, 1.7k, 1.10s, 1.18k, 1.9k, 1.10k, 1.11k, 1.11s, 1.12s, 1.13s, 1.14s, 1.12k, 1.13k, 1.14k, 1.15k, 1.15s, 1.16s, 1.17s, 1.18s, 1.16k, 1.17k, 1.18k, 1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.26k, 1.27k, 1.28k, 1.29k, 1.30s, 1.31s, 1.33s, 1.29k, 1.30k, 1.31k, 1.32k, 1.32k, 1.33k, 1.34k, 1.35k, 1.36k, 1.37k, 1.38k, 1.39k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.45s, 1.46s, 1.47s, 1.48s, 1.49s, 1.50s, 1.51s, 2.1k, 2.2k, 2.3k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 3.1k, 3.1s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.5s, 3.7k, 3.8k, 3.8k, 3.9k, 3.10k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 4.2k, 4.1s, 4.7k, 4.8k, 4.2s, 4.3s, 4.6s, 4.9k, 4.10k, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s, 4.11s, 4.12s, 4.11k, 4.12k, 4.13s, 4.15s, 4.16s, 4.17s, 4.18s.

### **Diagnostician Standards**

Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

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.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

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

## Course Format

This is an online 16-week 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. Though the primary delivery of instruction will be asynchronous web format, there will be a minimum of one synchronous individual meeting with the professor using Zoom or Microsoft Teams.

## Materials : Required Text

- Bader, L. A., & Pearce, D. L. (2013.). Bader Reading & Language Inventory (7th ed.). Pearson. ISBN-13: 978-0132943680.
- Shaywitz, S. E. (2005). Overcoming dyslexia. New York. Vintage.
- Gillet, J., Temple, C. Temple, C. & Crawford, A. (2017) Understanding reading problems assessment and instruction (9<sup>th</sup> edition). Boston. Pearson. ISBN 9780133846614.
- The dyslexia handbook: Procedures concerning dyslexia and related disorders. (2018). Austin, TX: Texas Education Agency.

## Assignments and Grades

Type of Assignment	Points
<b>Professional Collaboration Board:</b> The purpose of the professional collaboration board assignments is to assist you in developing digital literacy skill sets to advocate as a literacy leader. In your role as a Reading Specialist, literacy coach, or teacher, you will share with your colleagues the theories and strategies you apply and use in your classroom. Experience as they say, is the best teacher, so plan to share your professional experiences along with your emerging understandings of the content that is covered. <i>Your response on the discussion board must be written using academic language that represent your understanding to include insightful questions. Use APA formatting to cite your evidence to peers.</i>	<b>200</b>
<b>Connections/Goals:</b> 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. Use the form in Module 1 (Connections and Goals) for this assignment.  A goal is a broad, clear statement of an outcome you plan to achieve <b>during the semester</b> . An objective is a specific, clear and measurable statement that identifies steps leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained.	<b>20</b>

<ul style="list-style-type: none"> <li>• The goal(s) should relate to the Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.)</li> <li>• After formulating the goal(s), develop objectives for each goal. These objectives should be specific, clear, and measurable.</li> </ul>	
<p><b>Texas Reading Screener Analysis and Review:</b> Candidates will research a literacy screener targeting either an early literacy or middle school population. Strengths and weaknesses of the screener should be identified, along with how data can be analyzed to predict specific intervention approaches to support students in a multi-tiered system of support. Options may include, but are not limited to, Texas Kindergarten Entry Assessment, TPRI, Istation, etc.</p>	<b>50</b>
<p><b>Dyslexia Resource:</b> Using information from Texas Gateway Dyslexia Identification Academy and Shaywitz (2008), develop a dyslexia professional development resource for teachers to assist with the following.</p> <ul style="list-style-type: none"> <li>• Identifying the characteristics of dyslexia and other learning disabilities.</li> <li>• Developing an understanding of accommodations versus modifications.</li> <li>• Strategies and resources to assist with dyslexic students in the classroom.</li> </ul> <p><b>Your certificate of training completion will be included in this score.</b></p>	<b>100</b>
<p><b>Dyslexia Presentation:</b> Share your dyslexia resource with peers. This may be a scheduled synchronous session or a recorded session. You will be notified of the format prior to the due date.</p>	<b>30</b>
<p><b>Texas Middle School Fluency Assessment:</b> Complete the Texas Adolescent Literacy Academy Overview, Unit 1 and the Middle School Fluency course  <b>Your module will have further instruction for completing the TMSFA with a candidate.</b></p>	<b>100</b>
<p><b>Secondary Intervention Lesson Plan:</b> After administering the TMSFA to a secondary student, use the information from Gillet, Temple, Temple, &amp; Crawford (2017) to create an intervention lesson plan.</p>	<b>50</b>
<p><b>Informal Reading Inventory Assignment:</b> Administer the Bader IRI to an elementary reader. Create a report that shares results and provide suggested activities for intervention.</p>	<b>50</b>

**Learning Audit:** The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you've experienced during 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 and I have made to your reflections. Attempt to analyze and self-evaluate your emerging ideas throughout the weeks progression.

**100**

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. Address the following questions.

1. What goals did I not meet?
2. How can I improve my depth of knowledge? Provide examples and evidence of this.
3. How can I apply my knowledge professionally?

Your audit should be a **minimum of two pages, double-spaced.**

**Case Study:** Create and write a secondary case study on a secondary student. Using the format provided, the proposal should include the following.

**100**

1. Theoretical Background or shortened literature review.
2. Candidate demographic info and levels of performance
3. Administration of TMSFA, data/results and analysis
4. Intervention Lesson Plan
5. Discussion

## Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules.

## Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and adhere to deadlines

carefully. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Remember, this is a graduate level class. Everything you submit to your professor or for peer review is expected to demonstrate your **very best work**.

If you are not sure what plagiarism is, please refer to your APA resource. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Participation is a requirement for successful completion of this course. Attendance/participation in a web-based course is monitored by frequency of login, submission of assignments in a timely manner and email correspondence between professor and student.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. **All assignments are due at 10:00 pm.**
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class and you will not be allowed to submit "alternate assignments".

## 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 March 28, 2022. A professor can also drop a student for nonparticipation which will result in an "F".

***SRSU Distance Education Statement.*** Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, 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. 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.

## ***Technical Support***

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Americans with Disabilities Act:** Sul Ross State University 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 Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801

And don't forget, SRSU offers personal counseling services for students, faculty and staff.

## **SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.



Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

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

Gillet, J., Temple, C. Temple, C. & Crawford, A. (2017) *Understanding reading problems assessment and instruction* (9th edition). Boston. Pearson. ISBN 9780133846614.

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