EDRD 6321
851, Fall, 2020
Syllabus

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This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description:

This course focuses on identifying literacy needs of struggling readers. Graduate students diagnose, evaluate, and remediate students by analyzing collected data. Students administer and score formal and informal reading tests, apply knowledge of rubrics for spelling and writing. Intervention strategies and tutorials are included in this practicum approach coursework as well as ongoing assessments.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

A. analyze a student's writing for strengths and challenges
B. administer and score literacy assessments
C. collaborate with peers to analyze data and share with appropriate parties (with parental consent)
D. assemble and compose a comprehensive written portrait of case study student

This course addresses TEA Reading Specialist Standards I, II, III & IV

This course addresses the following ILA Reading Specialist Standards: 2.1, 2.3, 3.1, 3.2, 7.1, 7.3 & 7.4

Prerequisites:

No course prerequisites exist; however, admission to Graduate Studies or having been granted an exception by Graduate Studies is required.

Materials

Required Materials: *The E-versions are NOT recommended.

Gillet, Jean Wallace and Temple, Charles (2016). *Understanding Reading Problems: Assessment and Instruction.* (9th ed.) NY: Pearson. ISBN 978-0134228440

Wilson, T. (2019). Making sense of literacy assessments: A running records *workbook.* Dubuque, IA: Kendall-Hunt. ISBN: 978-1524983215

Woods, Mary Lynn and Moe, Alden J. (2015). *Analytical Reading Inventory*. (10th ed.) Upper Saddle River, NJ: Merrill Prentice Hall. ISBN 978-0133441543

*You will also need a TK 20 account.

Important Academic Dates

UTPB Academic Calendar

Course Overview

Case Study: (CAEP ASSIGNMEMT) *Must be uploaded to TK20
(All objectives) (TEA I, II, III & IV) (ILA 2.1, 2.3, 3.1, 7.1 & 7.3)
This practicum project focuses on developing a case study by administering assessments to one student, in second grade or above, over the semester. The case study evolves as an academic portrait of a student and includes a portfolio of information compiled over the length of a semester. The purpose of the study is to analyze the case student's literacy development in areas of reading, writing, and spelling ability using multiple sources such as those listed below. Time spent with the student involves formal and informal assessments. Requiring a total of 55 hours of 1:1 time, this may include spent scoring the assessments and interpreting the data, and planning for tutoring sessions. Time MUST be logged.

Work for this study will occur with parental permission and occur outside the student's

regular academic class time. Tutorials before and /or after school are suggestions for remedial work and testing that does not fit into the regular class day activities.

Candidates will be monitored throughout the study by means of three personal conferences (pre-, during & after) with the professor. To protect privacy, information from the case study will be shared with the administrator and /or classroom teacher only if permission is granted by parent. (See permission letter).
What skills regarding how to build a case study or effective reading and literacy interventions you have learned from constructing the case study will be shared in a professional focus group such as grade level meeting, with administrators, or in a conference presentation as a portion of your ability to conduct staff development. Examples might be a poster session or a Power Point presentation. In addition, provide a method for feedback from your colleagues on your professional development/sharing.

When handing in this assignment: To protect privacy, all identifiers must be removed from the case study, i.e. names and school. If I can tell who the student is, points will be deducted- so proofread your work before you hand it in.
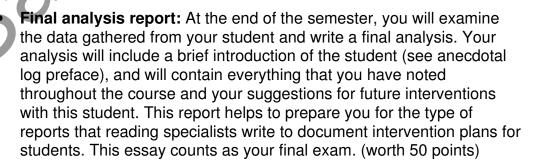
Components of the case study include:
- Parent permission slip with names removed (no points) You save the original but mark out the one that is submitted.
- Administrator of campus or parent sign off on case study (no points)
- **Paper Anecdotal records:** will be kept in a notebook and dated each time you work with your student. This document is also known as field notes and for this class use the following format: Divide a piece of paper in half lengthwise. Label the first column as Observation. (In this column you note only what you see the student doing). The right-hand column is labeled Anecdotal (in this column you note what the student says i.e. comments). On the left backside of the paper label the column: reflections (Here you note your interpretation of what you think is happening with the student). Also, record the time. As a preface to this notebook, describe the student using general information from the parent or guardian, or the student's teacher (if you have permission to contact them). This information will serve as an introduction for your final report.

OR
- **Digital Anecdotal records:** will be kept in a computer file and dated each time you work with your student. Use the same format as the paper one. (worth 40 points)

- **Three running records** with MSV (beg, mid, end): Students will prepare and administer oral reading patterns of their case study student. It must be keyed by either using the Woods and Moe text or Wilson. Selections in ARI supplement Form C are suitable for the purpose of this assignment as well as Section 3 in the Wilson book. (worth 15 points each)

- **Two Analytical Reading Inventories** will be administered at the beginning of the semester as a baseline for interventions and then at the end of the semester to analyze growth of the case study student. Administering and interpreting the ARI is the main focus of this course. Forms and directions are contained in the Woods and Moe texts. At the end of each ARI you will write a summary essay of your interpretation of your findings. These two essays will serve to help you write your Final Analysis Essay. (worth 50 points each)

- **Spelling Analysis**: (See p.287-289 of GT text) Students will assess the case study student's spelling ability using the materials contained in the course text or from the EDRD 6320 Vocabulary and Spelling course if they have taken that course. If they have not taken that course, then they will use the information from the *Reading Problems: Assessment and Instruction (GT) text.* Refer to the GT text to find this information There is a relationship between reading and spelling ability. After administering a prescribed spelling test, students will study the definitions of spelling levels and identify the case study student's level and needs in the reflection of the activity. (worth 10 points)

- **Three writing samples** (see GT text) from the case study student will be analyzed at three points in the semester: beginning, middle, and end of the semester. By analyzing how a student writes, an educator can gain insight into use of vocabulary, spelling patterns, syntax, and semantics as well as comprehension and sentence structure. There is a scoring guide in the (GT) text. (worth 10 points each)

- **Names Test** (see GT text) allows the educator to analyze the oral reception and word decoding ability of the student being tested. This is a quick assessment, yet the information gained tells us how the student processes both familiar and unfamiliar word patterns. (worth 10 points)

- **Final analysis report:** At the end of the semester, you will examine the data gathered from your student and write a final analysis. Your analysis will include a brief introduction of the student (see anecdotal log preface), and will contain everything that you have noted throughout the course and your suggestions for future interventions with this student. This report helps to prepare you for the type of reports that reading specialists write to document intervention plans for students. This essay counts as your final exam. (worth 50 points)

Additional Assignments: (Assignments 1- 4and 9) These assignments will be administered to your case study student, placed at back of the notebook and used in

conjunction with case study student:

1. **Seven Question Survey:** (See Woods and Moe text) to be included in your first ARI. This is a general interview with your student as an ice breaker, but it is vital interview over reading interests and personal philosophy of case study child's view on reading. It gives you information on what types of reading the child likes/dislikes. (Worth 10 pts) (objective D) (TEA II) (ILA 7.1)

2. **Readability level** / **Fry:** Determining the readability of texts is important data to consider when evaluating the level of the state adopted texts. You may discover that the readability level is higher than you expected. You will photocopy the required selections as described in the GT text and compute the three levels: independent, frustration and levels. (See GT text index) (worth 10 points) (objective B) (TEA I & II) (ILA 3.1)

3. **Diagnostic Cloze:** A diagnostic cloze as defined in this course is somewhat different from cloze procedures used for general comprehension checks in that it is a diagnostic procedure. It requires eliminating every 5th word and using information gained after administration to diagnose students' reading levels as related to a text. A diagnostic cloze can be administered at key points during the semester to monitor comprehension. (10 points) (objective B) (TEA I) (ILA 7.1)

4. **Comprehension Think Aloud:** This strategy has been shown in research to be one of the most transferable strategies to our knowledge. You are asked to use this strategy throughout the course as you tutor your student in hopes that the student will internalize the strategy. When students learn to apply the comprehension think aloud, they learn to converse with the text which increases engagement with text, higher level thinking skills. Through this assignment, you will encourage your student to take risks and make predictions. You will also learn to address your student's culture and diverse needs. (worth 10 points) (objective B) (TEA I, II) (ILA 7.1)

5. **Standardized Test** You may take and interpret your personal scores of the Nelson-Denny reading test to experience taking, analyzing, and administering this test .As part of this assignment, you will review ethical and legal issues within the framework of standardized testing. You will study and interpret scores from a standardized reading test. This will give you practice in administering and scoring standardized and norm referenced tests commonly used in schools. In addition, you will administer the Word List tests to your case study student. These lists are leveled and composed of words in isolation. You will review ethical and legal issues within the framework of standardized testing. You will tour the Gates Maginite website and write a response to your tour. (worth 25 points) (objective B) (TEA II) (ILA 3.1)

6. **Small group data practice Discussion:** Candidates will break into small groups and analyze test results or additional data. This activity is designed to strengthen your ability to interpret data charts and graphs. You are welcome to present material to class for this purpose, but it must be offered by permission of your administrator and with all

identifiers removed. (worth 15 points) (objective C) (TEA II) (ILA 2.1, 2.3, 3.1, 3.2)

7. Midterm comprehensive exam is based on assigned readings and on the proficiencies of the Reading Specialist exam. To help prepare for the exam, you will want to keep class notes. I suggest using a double-column note format so that you can reflect on what you are learning or record questions to discuss in class. You can use this notebook to assist you during exam time as well as your textbook. (worth 50 points) .(objectives A & B) (TEA I, II, & III) (ILA 7.1)

8.Online Discussions: The Discussion Board will primarily be used for support in understanding course content, related topics and issues. There will be four online discussion topics for the semester. Each discussion topic is worth 5 points. (objective C) (TEA I, II & III) (ILA 2.1, 2.3 & 3.2)

9. **Response to Intervention strategies**: From the tool box of research based strategies practiced in the reading program and/or from the classroom lab where the graduate student is employed, the graduate student will apply 3 additional intervention strategies in addition to Think-aloud and Diagnostic Cloze during the course of the semester to the case study child. This enables the case study child to receive a total of five intervention strategies to report. The purpose of this Response to Intervention (RTI) approach is to address academic needs of the case study child in an attempt to increase comprehension. At the end of semester, the graduate student will include information relating reasons for selecting the particular intervention strategies and the strategy lesson plan to the back of the case study materials. (worth 50 points) (objectives B & D) (TEA I & III) (ILA 2.1, 2.3 & 7.1)

In addition to the course content related topics in discussion tool there will be some non-graded interaction on some issues /general topics: Getting to Know Each Other, Technical problems/issues, General Questions related to the course content.

Grading:

Course Activity	Points	Percentage of Total Grade
Running Records (3)	45	8%
Anecdotal Records	40	7%
Fry Readability	10	2%
7 Question Survey	10	2%
Cloze Procedure	10	2%
Spelling Analysis	10	2%
Writing Samples (3)	30	6%
ARI (2)	100	20%
Think Aloud	10	2%
Names Test	10	2%

Course Activity	Points	Percentage of Total Grade
RTI Strategies	50	10%
Reading Tests	25	5%
Analysis of Student Record	25	5%
Data Practice	15	3%
Discussions (4)	20	4%
Midterm	50	10%
Final: Student Profile	50	10%
Total	**500**	**100%**

Grading Scale:

Grade Range	Letter Grade
93 and above	A
85 to 92	B
77 to 84	C
Below 77	F

Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication, Grading & Feedback:

I can be contacted via email, canvas, during office hours and phone. I try to respond to messages within 24 hours. You will receive a response in 48 hours. The turnaround time on grades is a week. Check Canvas often. Feedback will either be written on assignments or a note in Canvas. I will be engaged in the course by participating in discussions, posting weekly announcements and having office hours.

Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.
Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates and times. Points will be deducted for any assignment turned in late. If the student is unable to abide by the

due dates and times, it is their responsibility to contact the instructor immediately.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** of the following conditions:

- Completed 75% or more of the coursework,
- Earned (at the time of the Incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time, and
- Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to a "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page.

Computer Technical Requirements See Technical Requirements.

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: presentation of approved photo ID* done by assignment.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620

SERVICE	CONTACT
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

*This is a tentative schedule. The professor reserves the right to change it as they see fit.

*For Woods and Moe, read the parts that you need to help you with your student

DATE	Assignments/Activities/Topics	Due Date
8/24	Read over the syllabus. Familiarize yourself with Canvas.	8/30

DATE	Assignments/Activities/Topics	Due Date
1	Complete Meet and Greet Discussion	
8/31 2	Schedule a Zoom meeting Read Chps 1 & 2 in Gillet & Temple Find a student to work with this semester, obtain parental permission Conduct the 7 Questions Interview	9/6
9/7 3	Read section 2 in Wilson book Start anecdotal records (each time you meet with your student) Conduct one running record. Do a Fry Readability graph. Conduct a CLOZE test.	9/13
9/14 4	Read Chp 3 in Gillet & Temple Collect 1st writing sample.	9/20
9/21 5	Read Chp 4 in Gillet & Temple 1st Online Discussion, topic: Benefits of storytelling Try out a strategy of your choice	9/27
9/28 6	Read Chp 5 in Gillet & Temple Try out a strategy of your choice Administer the ARI: give the word list and determine the 3 levels, ask comprehension questions, write a summary including a reflection	10/4
10/5 7	Schedule a Zoom meeting Read Chp 6 in Gillet & Temple Administer a think-aloud Administer the names test (index in G&T)	10/11
10/12 8	2nd Online Discussion, topic: Use of portfolios Try out a strategy of your choice Collect 2nd writing sample &score. Write a reflection.	10/18

DATE	Assignments/Activities/Topics	Due Date
	Take midterm	
10/19 9	Read Chp 7 in Gillet & Temple Participate in Data Discussion Complete 2nd running record with MSV, Write a reflection	10/25
10/26 10	Read Chp 8 in Gillet & Temple 3rd Online Discussion, topic: rubrics Administer Nelson-Deny reading test Collect 3rd writing sample	11/01
11/02 11	Read Chp 9 in Gillet & Temple Administer 3rd running record Conduct 2nd ARI with form B selections	11/08
11/09 12	Give Spelling Assessment & determine spelling level If allowed: collect data from permanent records (ie test scores, anything concerning literacy). Write a brief essay analyzing what you see as strengths and weaknesses	11/15
11/16 13	Read Chp 10 in Gillet & Temple and Section IV in Wilson 4th online discussion, topic: what have you learned Complete case study. Get administrator sign off	11/22
THANKSGIVING!!!!		
11/30 14	Case study write up! Write a summary of what you know about your student and what you recommend for the next step for this student Include a comparison of the two ARIs and offer a plan for academic support	12/4