

# EDRD 6333

## 501, Spring, 2022

### Syllabus



## Basic Information

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This course 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

This is the third course in a continuum of courses on assessment and intervention for school age children and adults who struggle in areas of literacy. Individual assessment and tutoring of a student will be directed by the instructor in a practicum setting. The reading assignments are interrelated and designed to provide a scaffolding approach to introducing strategies to struggling readers.

### Measurable Learning Outcomes:

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

- A. complete a student profile (case study) of strengths and challenges in literacy
- B. identify the three cuing systems: graphophonic, syntactic and semantic system and how they relate to each other.
- C. determine the reading level of text
- D. explain how to build meaning through pre-reading, during reading and post reading strategies
- E. write accurate anecdotal records of tutorial sessions
- F. demonstrate an awareness of dyslexia including recognition of indicators, brain research, and strategies for the classroom

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

**This course addresses ILA Standards: 1.1, 2.1, 2.2, 2.3, 3.1, 7.1, 7.3 & 7.4**

## **Prerequisites: Admittance into the Literacy master's program**

### **Required Materials:**

Beers, K. (2003). *When Kids Can't Read What Teachers Can Do: A guide for teachers 6- 12*. Heinemann. ISBN: 978-0-86709-519-7

Eide, B. L. & Eide, F.F. (2011) *The Dyslexia Advantage: Unlocking the Hidden Potential of the Dyslexic Brain*. Penguin. ISBN: 978-0-452-29792-0

### **Recommended Materials:**

Gillet, J, Temple, T. & Crawford, A. *Understanding Reading Problems: Assessment and Instruction, 7<sup>th</sup> edition*. Pearson. (This is the main textbook for EDRD 6321 Diagnosis)

Shaywitz, S. (2003). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. Random House. ISBN: 978-0-679-78159-2

*Both of these text offer more, beneficial information.*

## **Important Academic Dates**

UTPB [Academic Calendar](#)

## **Course Overview**

### **Description of Assignments:**

This practicum 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 your study is to analyze the 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. The requirement is that you spend 55 hours completing the practicum portion. This includes time spent: 1:1 with a tutee, preparing lessons, collaborating with colleagues, scoring assessments and interpreting the data. Work for this study will occur with parental permission and occur outside the tutee's regular academic class time. Components of the case study will be discussed as needs arise throughout the semester. Candidates will be monitored throughout the study by means of personal or video conferences with the professor of the course. 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).

**Your administrator needs to be aware of your coursework and needs to sign off on your anecdotal record log. Parental permission needs to be obtained. Parents and administration may wish to see your results. (worth 10 points)**

**Case Study (objectives A, B, C & E)(TEA I, II, III & IV) (ILA1.1, 2.1, 2.2, 3.1, 7.1, 7.3 & 7.4)(worth a total of 260 points)**

**Part A:** Candidates will select one struggling learner to work with during the semester. The student profile module is designed to help diagnosis the learner's strengths and challenges. Information for the profile is included in *Miscue Analysis Made Easy* by Wilde. The student needs to be in 2<sup>nd</sup> grade or above to get the most out of the data. See your professor if this is an issue.

Candidates will begin by completing the Burke's interview (worth 10 points) that meets the needs of the learner. Candidates will prepare and complete a miscue analysis, code it, and then complete a retelling (worth 25 points). The selection should be an informational text. In addition, candidates will administer a writing sample and code it according to the *Problems in Reading* text (worth 10 points). Each task requires a reflection following its completion. Levels and results will be recorded. After completing the profile, candidates will submit it to the instructor for feedback. At this point the case study will **not** include the closing interview and some of the strategies. It will not have the final essay that is a component contained in the end of the semester analysis. The instructor will give feedback to make sure that the candidate is on the correct track. Candidates can make adjustments if needed. The completed module will be submitted for a grade.

Other tasks involved within the case study are: word list, readability test, spelling level, and letter to tutee (all worth 10 points each). Instructions on how to complete these task can be found in Canvas.

#### **Part B**

**Retrospective miscue analysis project:** This assignment consists of revisiting the original selection that was administered to the learner, administering the selection again, and doing the same with the retelling. Candidates may ask their learner to help with the coding. This allows the learner to be aware of any progress made. This project is beneficial in building awareness of the strengths and challenges of the learner. Be sure to emphasize strengths to the learner and approach challenges as goals that can be accomplished. A summary of findings will be written. Reading behaviors and levels of assessment gains or lack of gains will be noted. (In the final essay, candidates will compare the results of the prior miscue analysis and report any changes and offer suggestions for further development of the student. (Final Portrait of a Reader).

**Final Exam Essay:** Candidates will complete a comprehensive portrait (worth 50 points) of their learner in the form of a narrative essay. Candidates need to refer to research in the essay. For example, if an intervention based on a researcher like Tovani or Beers or some of the other researchers candidates have studied are used, then the candidate will cite them or when a candidate uses a strategy from Beers or one of the other textbook writers, the candidate will cite it and refer to it in the essay. With this project, candidates will consider what they have learned about their learner by revisiting

and reporting on the student profile. Reflections from the anecdotal records (worth 10 points) and analysis of the progress of the learner on the strategies are components of the assignment. The essay ends with suggestions of what this learner should do to continue progressing in building reading comprehension. This is a professional report similar to one that candidates may be called upon to provide to parents or to administration in the future.

*For extra credit: Candidates are encouraged to present the skills they have learned from developing a case study at a faculty meeting, a grade level meeting, to a school administrator or at another educational setting. Candidates will be supplied with feedback sheets for the presentation. This presentation will add extra points to the final grade.*

**Comprehension Strategies (objectives B & D)(TEA I & II)(ILA 1.1, 2.1, 2.2, & 2.3)(worth 100 points)** Candidates will prepare and present digitally five comprehension building strategies designed to help the learner. These will be completed and posted in the discussion board as stated in the calendar. Candidates will administer a minimum of three of these intervention strategies to the case study learner throughout the semester. The strategies will be placed at the back of the case study notebook for safe keeping. Depending on the selected text, candidates may use informational text or fiction to match the selections to the strategy. The strategies focus on: inferencing, pre-reading, during reading, post reading, vocabulary, rereading, and chunking. A list of strategies is in the resource module, and all are found in the Beers text.

**Reflective Notebook (objectives B & D)(TEA I, II & III)(ILA1.1, 2.1 & 3.1)(worth 150 points)** Candidates will keep a reflective notebook over the assigned readings and lectures for *When Kids Can't Read What Teachers Can Do: A guide for teachers 6-12:1-2*. Entries will consist of a brief summary of the reading and a reflection/connection to the reading assignment. The notebook will be collected twice during the semester.

**Dyslexia Awareness (objective F) (TEA III) (ILA 1.1 & 2.1)(worth a total of 35 points)** Candidates will participate in ongoing online discussions based on their reading assignments in *The Dyslexia Advantage* on the study of dyslexia. A variety of power Points, state produced and university research based materials and activities will supplement the component. Some prompts will be provided but candidates are encouraged to post prompts as well.

**Grading:**

Course Activity	Points
Dyslexia	10
Burke Interview	10
Word List	10
Writing Sample	10

<b>Course Activity</b>	<b>Points</b>
Readability Test	10
Spelling Level	10
Case Study Report	50
Strategies	50
5 Choices	50
Notebook	150
Anecdotal Records	10
Miscue Analysis (2x)	50
Letter	10
Admin Approval	10
Discussions (8)	25
<b>Total</b>	<b>450</b>

### Grading Scale:

<b>Grade Range</b>	<b>Letter Grade</b>
420 points and above	A
382 to 419 points	B
346 To 381 points	C
Less than 346 points	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 actively engaged in this course via Zoom meetings, participating in discussions, posting weekly announcements and holding 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. **Five** points will be deducted, **PER DAY** 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 Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for students, will be provided ADA academic accommodations.

**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](mailto: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\* 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	<a href="#">Services for Students with Disabilities</a> (432) 552-4696
Testing Services	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	(432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Technology</a>
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620

SERVICE	CONTACT
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Student Services</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (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

**Instructor reserves the right to make changes in the schedule to meet the needs to the class.**

Key for reading assignments: *The Dyslexia Advantage* (**EE**)

*Miscue Analysis Made Easy*: (**W**)

*When Kids Can't Read What Teachers Can Do* (**B**)

DATE	Assignments/Activities/Topics	Due Date
<b>Week 1</b>	Review of syllabus; permission letters, ethics and locating a participant	

DATE	Assignments/Activities/Topics	Due Date
<b>Week 2</b>	Miscue analysis; dyslexia; preparing and conducting appropriate Burke interview pp.106-107 in <i>Miscue Analysis Made Easy</i> ; Giving word list placement tests to identify level of where to start with student	Chps. 1 -3 (W) Begin reading handout from chp. 6 (SS) Read part 1(EE) skim ch 1 (B)
<b>Week 3</b>	Beers Text: Intervention Strategies; Determining reading level; explicit instruction; noting reading behaviors effectively; preparing and administering Think aloud strategy; Identifying additional student needs	Respond to discussion Chps. 4&5 (W) <b>Skim</b> Chapters 2&3 (B) begin reflective notebook Part II: Chapter 3 (EE) Continue reading handout
<b>Week 4</b>	Before, during and after reading Preparing anticipation guide (p.78) or probable selection and administer Prepare reserved intervention strategies (B)	ch 8 (W) & ch 6 (B) PartXI ch 6 (EE) General tutoring sessions beg. this week Respond to discussion
<b>Week 5</b>	How is tutoring going? Special populations Prepare and administer rereading strategy p. 112 (B)	Part VII chapter 7 (B) ch 7 EE Bring results to class for discussion Continue tutoring
<b>Week 6</b>	How is tutoring going? Prepare and administer text reformation p.162 (B) Construct retelling strategy (B) use index to locate	chapter 8(B) Continue tutoring
<b>Week 7</b>	Reaching the At-Risk Adolescent Reader Good Retellings Construct Diagnostic Rereading and administer to student. Logographic Dyslexia and Interventions	Do Logographic strategy with student and be prepared to discuss how this strategy can help build vocabulary comprehension  ch8 (W)  study Miscue Analysis conventions handout in resources study Appendix E (W) revisit Appendix I (W) Continue tutoring

DATE	Assignments/Activities/Topics	Due Date
<b>Week 8</b>	Meet with student to explain how and why you are taking notes. If child is capable, let them help with coding the MCA selection. Revisit Ch 8 (W); Study Appendix D (W) p.115	Continue tutoring Send message to instructor regarding your conversation with your student.
	<b>SPRING BREAK!</b>	
<b>Week 9</b>	Teaching ELL students; Fluency in general; Vocabulary Development; Sharing data for peer input Discuss: Ten General Principles of Instruction (Dyslexia component)	Ch 9 (W & B) Continue tutoring
<b>Week 10</b>	Administer 2 <sup>nd</sup> MCA: Use same selection that was used on first MCA, the same way as the first time for 1:1 comparison code and analyze 2 <sup>nd</sup> MCA, search for patterns, compare 1 <sup>st</sup> MCA to 2 <sup>nd</sup> MCA	part of ch 10 (B) section: Teaching ELLs to read & write in English ch10 (W) continue tutoring
<b>Week 11</b>	Second Language Acquisition Reading instruction with dyslexia in mind Prepare and administer one strategy of your choice Wilde: Prepare final Burke Interview (repeat questions.1-3 ,6.9.10) and compare results to corresponding questions/answers in Burke interview one. Use this info. in the final write up	Continue tutoring: Practice thinking aloud with your student: take notes to share in class
<b>Week 12</b>	Catch up time Continue tutoring	browse and read parts of interest in ch 11,12 (B)
<b>Week 13</b>	Addressing the affective filter with special populations Process writing and the student with dyslexia Beers: Making Use of Strategies Administering closing interview	
<b>Week 14</b>		
<b>Week 15</b>		
<b>Week 16</b>	Semester reflections	Final MCA hand in Final Student Portrait Narrative Essay Due Compare MCA 1 to MCA 2 looking for growth, changes in

DATE	Assignments/Activities/Topics	Due Date
		reading patterns, correction of miscues, new reading habits that have emerged & compare Burke 1 &2

Sample Syllabus