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C&I 533.01: Advanced Diagnosis and Correction of Reading and Writing

Rhea A. Ashmore

University of Montana - Missoula, rhea.ashmore@umontana.edu

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**Advanced Diagnosis & Correction of Reading & Writing
Curriculum and Instruction 533**

School of Education
The University of Montana

Faculty Information

Professor Rhea Ashmore
Education Building 211A
Phone: 243-6170; e-mail: ashmorer@selway.umt.edu
Office hours: by appointment

Course Purpose

This course is designed to provide graduate students, in-service teachers, and prospective school psychologists with techniques and materials for diagnosing and accommodating a learner's reading and writing needs.

Course Objectives

1. To understand diagnosis of reading as a complex, interactive, and constructive process;
2. To focus on the domains of oral and written language, reading comprehension, word recognition, and study skills and strategic reading in order to diagnose reading needs and design appropriate instructional strategies;
3. To recognize physical, environmental, and psychological factors affecting the reading process;
4. To conduct assessments using a variety of formal and informal measures to inform instruction and learning;
5. To administer and interpret an informal reading inventory;
6. To apply analytic teaching which recognizes the reading and writing process, appreciation of student differences, and the belief in students as capable human beings;
7. To apply research on reading in writing a case study;
8. To communicate relevant information about literacy to the student, professionals, parents, and others.

Instructional Methods

The objectives are met through classroom instruction and a diagnostic experience in which each class member evaluates a reader, makes recommendations for instruction, and writes a case study.

Evaluation Criteria (based on 100 points)

10 points: Five (5) chapter reaction papers, maximum one-typed page per chapter, choose from Gipe text, chapters 1-8 or Ashmore text, chapters 1-4; due by 10/22;

30 points: Case study, typed, following the model found in the faculty pac;

20 points: Four remediation/reinforcement strategies (to be included in the case study);

15 points: Class presentation;

25 points: Final exam.

A = 90-100, B = 80-89, etc.

Readings

Required readings and materials.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Ashmore, R. (2001). *Promoting the gift of literacy: 101 lesson plans for oral and written language*. Boston: Allyn & Bacon.

Burns, P. C., & Roe, B. D. (2002). *Informal reading inventory* (6th ed.). Boston: Houghton Mifflin.

C&I 533 Faculty Pack, available at UC Bookstore

Gipe, J. P. (2002). *Multiple paths to literacy: Classroom techniques for struggling readers* (5th ed.). Upper Saddle River, NJ: Pearson Education.

Optional readings.

Use and application of past literacy texts and materials are highly recommended.

Course Outline

Date	Topic	Assignment	
		Gipe	Ashmore
9/3	Introduction/What is reading?	1	1
9/10	The analytic process/Language diversity	2,3	2
9/17	Reading-related factors	4	
9/24	Assessment/Formal measures	5	
10/1	Assessment/Informal measures/ Informal reading inventory pp.1-47 Burns & Roe	6	
10/8	Independent Study		
10/15	Writing the case study (choose presenters)/ Reading & writing	7	3
10/22	Word recognition (all reaction papers due)	8	4
10/29	Reading Comprehension/Meaning vocabulary	9,10	5
11/5	Election day/No class		
11/12	Strategies: Narrative and expository text	11,12	6
11/19	Study skills/The arts/Peer editing	13,14	
11/26	Independent study		
12/3	(All case studies are due.) Case study presentations		
12/10	Case study presentations continued/ICES		
12/17	Exam: bring bluebook, text, pen or pencil, and optional self-addressed envelope to class		