Contact Information

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Office: EB206       281-748-7230 Phone

Office Hours: Monday and Wednesday . . . . . . . . . By Appointment

Course Description

This graduate course will emphasize reading assessment using informal procedures, including informal reading inventories (IRI), checklists, observations, and standardized measurements. It is designed to provide certified and non-certified candidates with the ability to make appropriate diagnostic judgments, in order to make informed instructional decisions which leads to a renewal of teachers’ decision-making power. (3 SCH)

Course Information


ISBN#: 0-205-33022-3

Additional Resources: Blackboard [http://texsu.blackboard.com](http://texsu.blackboard.com)

Meeting Day/Time: Online.

Vision and Mission of the College of Education

The vision of the College of Education (COE) is to *become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of*
exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities. Particularly, the mission of the COE is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations. The COE is committed to preparing candidates to become urban professionals who will be caring, competent, committed, and culturally responsive.

Conceptual Framework

The conceptual framework is consistent with the institution’s mission as well as the unit’s vision and mission. The theme of the conceptual framework is “ExPO for Preparing Urban Professionals” which stands for the College of Education (COE) expectations, practices, and outcomes for preparing urban professionals. The overall expectation for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the COE will facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers). Faculty responds to this expectation with practices that result in candidate acquisition of knowledge, skills, and dispositions at initial and advanced levels. The outcome of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.

COE Proficiencies aligned with INTASC and NBPTS Standards:

<table>
<thead>
<tr>
<th>COE Proficiencies</th>
<th>INTASC</th>
<th>NBPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. knowledge of the content</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. capacity to problem solve</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. understanding of human development</td>
<td>2</td>
<td>1, 4</td>
</tr>
<tr>
<td>4. classroom organization and management</td>
<td>5, 7</td>
<td>3</td>
</tr>
<tr>
<td>5. understanding of how students learn</td>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>6. effective communication and collaboration</td>
<td>6</td>
<td>3, 5</td>
</tr>
<tr>
<td>7. assessment and evaluation.</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>8. involving families and communities</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>9. integration of technology</td>
<td>6</td>
<td>3, 5</td>
</tr>
<tr>
<td>10. belief that all children can learn</td>
<td>3, 5</td>
<td>1</td>
</tr>
<tr>
<td>11. belief in student access to the full curriculum.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>12. ability to meet needs of each learner</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Course Objectives

Given the appropriate instruction and guidance, the students will be able to master the following objectives with at least 80% accuracy.

1. Understand content and procedures used in informal diagnosis.
2. Use methods and instruments for assessing students.
3. Select appropriate instruments to attain information and interpret assessment results.
4. Identify the 10 recommended assessments by Texas Education Agency (TEA).
5. Analyze the results of test and determine students’ strengths and weaknesses.
6. Use various instructional strategies to accommodate a diverse classroom environment.

Course requirements

Due to the nature of this course, active student participation is essential to the overall successful class performance. Because this course is concerned primarily with providing guidelines for candidates in assessing and teaching students with reading problems, it is very important that one adheres to all guidelines and timelines. It is not enough to rely on others’ notes to make up for class activities and experiences. Failure to complete assignments may place one at a severe disadvantage on the final examination, since success in the course is mostly contingent upon knowledge-based performance.

Additional requirements:

1. Assignments must be completed and turned in on the due date, to avoid penalty of non-acceptance.
2. Pass all quizzes and exams with at least 80% for successful completion of course. There will be a total of two (2) major tests. (Midterm and Final). Quizzes (announced and unannounced) will be given periodically.
3. Access to a computer and email account is required for Blackboard on-line course, research inquiry, browsing, and etc.
4. All written assignments must be typed using 12” Times Roman font, ONLY! Doubled-spaced.

DISTANCE EDUCATION INFORMATION

This course will be hybrid as well as face to face. Therefore, you must be able to access blackboard. TSU Blackboard site: http://texsu.blackboard.com
All Blackboard users must login with the following username and password, as of January 2006:

Username= last name + first initial + last 4 digits of T-number/Password= “MyWeb PIN”
Example: Username: smithf12342/Password: 010277
Please become familiar with the resources managed by the Robert James Terry (RJT) Library by visiting the website: http://www.tsu.edu/pages/2096.asp

1. Students need to go to My Web to update email address to be loaded into Blackboard.
2. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Power point.
3. Go to Blackboard and login. Locate RDG 874 and select the link to the course website.
4. Become familiar with the Blackboard page. Review the announcements. Go to Syllabus and download and read the entire syllabus.

**My TSU Mail Is Official TSU Email**

Your email address is <your user name>@student.tsu.edu. This is your official TSU email address and replaces Tiger Mail. Your email address will be the same as the User Name; for example:

- John Doe’s email address would be j.doe1234@student.tsu.edu
- Jane Smitherson-Johnson’s email address would be j.smitherson-joh2345@student.tsu.edu

Please note that all official TSU email correspondence is sent to your My TSU Mail email address. **By logging into the My TSU Web Portal, you are acknowledging your official My TSU Mail email address.** After logging into the portal, click the **Email** link in the toolbar to access your email.

**Change email address:** If you wish to receive your email at your personal email address instead of your TSU email address, you must update your profile in MY TSU WEB. It is the same process you use to register online. Otherwise, all email correspondence will be sent to your TSU email address. If you change your email address, please continue to access your TSU email address as announcements and other university information may be posted.

**OPEN COMPUTER LAB**

You have free access to the Internet and word processing in the open computer labs available in the College of Education. Check on the door of the open computer lab for hours of operation.

**COURSE POLICIES**

**ATTENDANCE POLICY**

Although this course is online, you still must “attend” regularly. You ought to sign on at least three times a week to complete course work. Regular attendance will be gauged by the prompt completion of work as assigned by due dates. Your success in this course depends upon your steady completion of work as it is due. Once due dates pass, you will not be permitted to submit missed work.

**DUE DATES AND MAKE UPS**

No make-ups on exams, quizzes, or assignments! All papers should be typed, double spaced and written in accordance with APA guidelines; points will be deducted if APA format is not followed. All
written assignments must be submitted through Blackboard “Digital Drop Box.” Check Blackboard periodically. Paper should be typed using Times Roman font 12”, only!

Criteria for Evaluation (knowledge, skills, and dispositions)

<table>
<thead>
<tr>
<th>Course</th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>96 - 100 A+</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>25%</td>
<td>92 - 95 A</td>
</tr>
<tr>
<td>Mini Research/Bibliography</td>
<td>25%</td>
<td>90 - 91 A-</td>
</tr>
<tr>
<td>Literacy Day</td>
<td>35%</td>
<td>86 - 89 B+</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>80 - 86 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76 - 79 C+</td>
</tr>
</tbody>
</table>

Grading Scale:
- A+: 96 - 100
- A: 92 - 95
- A-: 90 - 91
- B+: 86 - 89
- B: 80 - 86
- C+: 76 - 79
- C: 70 - 75
- N: Below 70

SPECIAL NOTE:

Texas Southern University maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act 1990 and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities
2. Protect the confidentiality and privacy of students with disabilities
3. Provide reasonable accommodations and services to students with known Disabilities, who are qualified to meet the requirements of the academic program, apart from their disability

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Disabled Students Services at 713-313-4210 or visit the office located in the Fairchild Building Room 147 between the hours of 8:00 A.M. – 5:00 P.M. Monday through Friday.

Course Calendar RDG 874- More details will be provided on a calendar.

January 14  Review course syllabus, expectations, and assignments.
            Getting to Know You –Discussion Board
            Get course outline signed and submitted to blackboard

January 21  Discussion of Chapter 1: Reading Ability and Disability
            Share examples of people you know with reading problems. Discuss the importance of the reading problem on their lives. (Discussion Board)

January 28  Discussion of Chapter 14: Correlates of Reading Disability
Discuss the influences of the home environment and educational achievement.
Discuss how a child’s language could affect a reading problem.

February 4  
Chapter 2: Obtaining Background Information
Discuss the complex relationship between emotional status and reading achievement.
Discussion of Chapter 15: Severe Reading Disabilities

February 11  
Quiz #1 covering Chapters 1, 2, 14, and 15 - Online

February 18  
Chapter 3: Assessing Reading achievement: Overview and informal measures
Record a student’s oral reading of a passage and code the miscues.
Analyze the results and discuss the insights gained.
Use the results of an IRI to compare oral and silent reading levels.

February 25  
Chapter 4: Overview of Instruction
Discussion of Chapter 16: Assessing Reading Achievement: Formal Measures

March 1st – 7th  
MID TERM EXAMINATION – Online Meeting time

March 11  
Discuss ways that teachers in preschool can foster emergent literacy development. Research Day
Chapter 5: Emergent Literacy

March 15 – 21  
SPRING BREAK

March 25  
Chapters 6: Improving Word Recognition Accuracy
Administer the test for Phonics Generalizations present in Table 6.5. Which can he or she apply consistently? Which ones need more teaching?
Administer the test for Syllabication Abilities, presented in Table 6.7. Which generalizations can he or she apply consistently? Which ones need more teaching?

April 1  
Chapter 7: Improving Word Recognition Fluency
Chapter 8: Improving Comprehension of Narrative Text

April 8  
Chapter 9: Improving Comprehension of Expository Text
Discuss why expository text is difficult for students with reading problems.
Kinds of idea maps students can use to better understand expository text organizational patterns.

April 15
Discussion of Chapter 12: Intervention Programs
Construct a grid or matrix that compares all of the programs described in Chapter 12.

April 22
Chapter 13: Literacy in a Diverse Society
Purpose of the Bilingual Education Act
Approaches to teaching students whose native language is not English.
How different cultures may view literacy or schooling.
Review and Reflections

April 29
Final Preparations for Literacy Day

May 3
Literacy Day – Performance Based Assessment (FINAL EXAMINATION)
Acknowledgement Form

By signing this section, I agree to abide by the guidelines and requirements set forth in the syllabus. The syllabus for RDG 874 has been received and explained to me. I also understand that my presence during each class session is required and all quizzes, tests, etc. must be taken on the date specified. No makeup work will be given for failure to comply with due dates. All online activities, quizzes, tests, etc. will be accessed before 8:00 P.M. on the scheduled date. I also understand that failure to complete an activity, quiz, test, etc. online during the specified time, once disabled it cannot be enabled by the instructor; therefore, I will not receive credit for the assignment, quiz, activity, test, etc.

__________________________________________
Signature

__________________________________________
Date