



**Diagnosis of Reading Disability**  
The University of Toledo

Department of Curriculum and Instruction  
CI 6440/8440 Section 901(CRN 19402/19403)  
Spring 2017

---

Name:	Marcella J. Kehus, Ph. D.	Offered:	Spring 2018
Email:	marcella.kehus@utoledo.edu	Class Location:	Distance Learning
Office Hours:	Wednesday, 10am-3pm	Class Day/Time:	Distance Learning
Office Location:	2000W Gillham Hall	Credit Hours:	3
Instructor Phone:	419.530.6119		

---

**CATALOG/COURSE DESCRIPTION**

In this course, participants engage in literacy (reading, writing, speaking and listening) tutoring of learners across K-12 grades. Additionally participants engage in the planning and enactment of professional development with other educators related to the conduct of remedial tutoring.

**COURSE STATEMENT**

The major focus of this practicum course is to design and enact literacy tutoring programs that last approximately 18 hours each (including initial assessment work) with 3 learners; one at an early print-literacy stage (emergent learner), another at the upper elementary level (elementary learner) and a third who is in a grade 6 or above (older learner).

It is necessary to work across this whole spectrum in order to meet the ILA (International Literacy Association) standards and the Ohio Reading Endorsement standards that span K-12 levels. In addition, another component of the class is designed to meet standards at the Reading Specialist and Literacy Coach levels. For this, you will transform the materials and important understandings you've built from your work with the learners into at least one 45-minute professional development workshop that you will conduct with a small group of educators. Students at the 8440 level of the course will plan two and enact one workshop.

Across these activities, you will complete 60 hours of fieldwork as part of the 100 fieldwork hours mandated by state requirements for the Ohio Reading Endorsement.

**STUDENT LEARNING OUTCOMES**

As we engage in our study of these issues, we will focus on the following standards from the International Literacy Association ([www.readingwriting.org](http://www.readingwriting.org), 2010).

Specialist and Literacy Coach Level 1.32.12.23.23.3, 3.44.2, 4.36.16.31.3 to understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

- 2.1: to use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students



who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

- 2.2: to use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- 3.2: to select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes.
- 3.3: to see assessment information to plan and evaluate instruction.
- 4.2: to use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
- 4.3: to develop and implement strategies to advocate for equity.
- 6.1: to demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- 6.3: and to participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.

## **TEACHING STRATEGIES**

This fully online course is designed to stimulate student learning through online discussion, the assessment and remediation of three learners (emergent, elementary, and older) through in-person tutoring of at least 18 hours each, and the planning, conducting and evaluation of a professional development workshop. No on-campus meetings will be required.

Students will engage in discussions of best practices of reading and writing assessment and remediation through tutoring for emergent, elementary and older child-based cases. Each of the three cases will be presented as portfolios including early and late videos from the tutoring sessions to document progress. Students will also conduct a professional development workshop on an issue or strategy in working with literacy instruction. This workshop will be conducted with peers, evaluated and reflect on.

## **WORKWEEK/MODULES**

In this fully online course, modules run from Mondays through Sundays: specifically, they begin at 12:01 AM on a Monday morning and end at 11:59 PM on a Sunday night. All assigned work for any module is to be completed by the ending of Sunday in the last week of that module. The materials for any new module will be posted by Monday morning of the first week (if not earlier) under the appropriate folder. Begin each module by checking the schedule and then viewing the content for the weeks to come under the new Module.

## **PHILOSOPHY OF TEACHING**

### Literacy Educators’ Creed

“Kids are who they are; they know what they know. They bring what they bring.

Our job is not to lament that students don’t know more or think differently.



Our job is to turn each student's knowledge into a curricular strength rather than an instructional inconvenience.

We can do that only if we hold high expectations for all students, convey great respect for the knowledge and culture they bring to the classroom, and offer lots of support while helping them achieve those expectations.”

~ P. David Pearson

## **PREREQUISITES**

CI 6400 Trends in Literacy Acquisition *and* CI 6430 Diagnosis of reading difficulties

## **REQUIRED INSTRUCTIONAL MATERIALS**

### **(TEXTS AND ANCILLARY MATERIALS)**

Students will need to use assessment materials from CI 6430 to assess learners including the QRI (both word recognition lists and comprehension passages and miscue analysis). The 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> editions of the QRI are acceptable (*Qualitative Reading Inventory* by Leslie and Caldwell) . Students are also encouraged to use *Words their way* to assess stages of word study and the 6+1 traits of writing with both older learners. With emergent learners it is expected that concepts of print, phonemic awareness and letter identification will all be assessed.

*Qualitative Reading Inventory-5* (2011). Leslie & Caldwell. Allyn & Bacon. etext (ISBN-13 978-0-13-702857-3) Print (ISBN-13 978-0-13-701923-6)

*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.* Bear, D. R., Invernizzi, M. A., Templeton S. A., & Johnston, F. R.. 2012. Heinemann. (5<sup>th</sup> Ed.) (ISBN-13: 9780137035106)

Titles of suggested resources are provided on Blackboard under “Resources.” Tutors are encouraged to access their local library and to use whole texts at both the instructional and independent reading level of the learners that they are tutoring. Quality assessment is to be used throughout the course of tutoring so that instruction engages the student and meets them where they will best benefit from instruction.

### **Working with young learners**

Participants in this course will need to engage in tutoring for 18 hours each (total of or 54 hours) with 3 learners:

1. An emergent literacy learner (preK - 1<sup>st</sup> grade);
2. An elementary school-aged learner (grades 2-5); and,
3. An older learner (grades 6-8).

One if not both of the older learners should be a *struggling reader* as this is a course in remediation. The QRI assessment materials only test through upper middle school so working with a learner who reads at or above the 7<sup>th</sup> or 8<sup>th</sup> grade reading level will be beyond the scope of the assessment materials. If you are taking this course in summer, use the grade that the child has just completed as his/her grade level.



Participants will be responsible for identifying and using professional readings related to each tutoring case and for the professional development workshop they design.

You are, of course, encouraged to make use of texts and resources from reading endorsement classes you have taken to date, as well as materials from other professional experiences you have had. In addition, the following websites are ones with well-founded materials. They are good places to start when seeking information and ideas:

- [www.readingrockets.org](http://www.readingrockets.org)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.ncte.org](http://www.ncte.org)
- [www.ala.org](http://www.ala.org)
- See also “Resources” on Blackboard

The course website will have a forum for sharing resources and ideas for each of the tutoring levels and for the professional development workshop design work. The intent is that we build a collegial exchange of expertise.

## **TECHNOLOGY GUIDELINES**

### **Course Location**

Go to the University of Toledo’s Blackboard homepage to login for this semester at: [www.utoledo.edu/dl](http://www.utoledo.edu/dl) You will need your UTAD ID and password to access our course site.

Email is the preferred mode of contacting the instructor in this course. Do not send attachments to the instructor unless specifically asked to do so.

All assignments must be turned in via the Assignment Dropbox on Blackboard.

### **Email -**

Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help and do my best to respond to email within 24 to 48 hours.

The instructor will send important communications regarding class content to your UT email account. Thus, it is important that you check your UT email account frequently as part of this course.

Email is the preferred communication mode with the course instructor. However, please do not send attachments or assignments to the instructor via email as these can quickly over-fill the instructor’s inbox. Plus, all assignments must be graded against rubrics that are only available on Blackboard.

### **Prerequisite knowledge & skills**

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.



2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Film, edit, download and upload video files.
8. Use a learning management system.

### **Browser Check Page**

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

### **Software**

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at

<http://www.utoledo.edu/dl/main/downloads.html>:

- Word Processing Software
- iVideo (or equivalent) video editing software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Google Chrome – **Recommended** (Mozilla FireFox also works)

### **Internet Service**

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course *does* contain streaming audio and video content.

### **Use of Public Computers**

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at [http://www.utoledo.edu/it/CS/Lab\\_hours.html](http://www.utoledo.edu/it/CS/Lab_hours.html).



## **UT Virtual Labs**

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

## **Netiquette**

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette: <http://www.albion.com/netiquette>

## **Technology Requirements and File Formats**

When naming files, please include your name and the name of assignment such as Smith\_ClassroomContext.

Do not submit images (.jpg, .bmp, .gif, .png) as they are unwieldy and unpredictable. Instead attach anything that needs to be viewed as either a black and white .pdf if it will be printed or a PowerPoint if it will be projected.

All assignments are to be turned in to the Assignment Dropbox in Blackboard. While the main documents are to be submitted as Word documents, the ancillary materials may be submitted as one or more Adobe .pdf documents. One is preferred; multiple documents are discouraged. Also, if the materials are not yours, you are expected to cite your sources.

Videos are limited to **2-5 minute** segments and narrative should point to specific incidents with minute and second time timestamps as in, "Notice when the student answers the inferential question at 3:12" which would indicate stopping at a point 3 minutes and 12 seconds into said video. Videos are to be clearly labeled with the child's pseudonym (Sally), learner phase (elementary learner) and either early or late video. Do not splice together more than two segments in any one video.

Turn in documents (.doc) when comments or changes will be made and Adobe (.pdf's) for attachments.

Video formats: The following video file formats are acceptable when submitting video: mov, .mp4, .avi, .wmv, and .mpg of working with students. Be sure that videos have been properly compressed and that they are working properly before submitting.

You may also upload video to Google Docs and share it with the course instructor.

## **OVERVIEW OF COURSE GRADES**

### **ASSIGNMENTS**

#### **I. Tutoring Sessions – (20 points each, 60 total points)**

Keep a separate log for each learner. A form for the log is found under "Forms" on Blackboard.

Class participants are responsible for pacing themselves to complete tutoring work and must complete 18 hours of work with each of 3 learners across the semester. The 3 learners are



defined below. These 3 logs are to be submitted with the portfolios and must be submitted separately.

A focus on struggling readers is required for at least one of the older readers (elementary or older learner) as this is a course in remediation. If you are taking this course in summer, use the grade level which the child has just completed for his/her grade level.

## **II. Weekly Updates (*Total of 48 points*)**

Each week post an update from the work you are doing for one of the three learners:

1. An emergent literacy learner (preK - 1<sup>st</sup> grade);
2. An elementary school-aged learner (grades 2-5); and,
3. An older learner (grades 6-8).

You are also expected to reply to 3 posts per week. Posting for this course is ongoing from Week of January 29 – Week of April 16 for a total of 12 weeks. Posts must also be substantive in order to count, so answering with a word or sentence is not enough. Still, remember, you are writing enough to make a point without boring your reader as everyone's time is valuable.

Four posts per week X 12 weeks = 48 points.

## **III. Three Tutoring Cases – Plans, portfolios w/ videos (*10 points each for plans, 30 total point; 20 points each for portfolios w/ videos, Total of 60 points*)**

For each of the 3 learners being tutored (see above), you will complete the following at two different points during class – at the beginning and at the end of class:

- A. A *permission slip* (found under forms) and needs to be turned in before you begin working with the learner),
- B. A *beginning assessment* (writing sample, an instructional reading level, strengths, areas needing improvement, and interests of the learner), and,
- C. A *beginning plan* with age-appropriate tutoring activities that address a broad range of literacy skills.
- D. These three 3-part plans (permission slip, assessment & plan) are due for all 3 learners within the first 3 weeks of class and are worth (10 points each). The form for the Tutoring Plan is found under “Forms” on Blackboard.
- E. Keep a log of the resources you use in your tutoring sessions as well as the dates and times of the sessions for each of the 3 learners. See I. Tutoring Sessions Log under “Forms”

## **IV. Videotape excerpts (6= 2 each X 3 learners):** Take video of each of your learners early on in their work and late in their sessions so that you can capture growth.

Collect information and create a **portfolio** of the case including 2 videos (1 early & 1 late) for each of 3 learners (see assignment guide).

## **V. Professional Development Session – Planning and Enactment (*50 points total*)**

In order to prepare to lead others in your field you will prepare and conduct a professional development session. This will take place in two parts by first asking for a plan (part a), then after approval, you will actually conduct the workshop with at least 3 of your peers in



attendance. After the workshop, you will turn in the materials, peer evaluations and a final narrative (b, c, and d below).

- a) plan for the workshop (10 points);
- b) materials given to participants including 2-4 professional articles (10 points);
- c) the evaluation that participants completed (10 points);
- d) a final narrative reflecting on the professional development experience including plans for how one might do things differently next time (20 points).

### Grading

The grading scale for this course is as follows:

	B+ = 90-92	C+ = 80-92	D+ = 70-72
A = 95-100	B = 80-89	C = 76-79	D = 66-69
A- = 93-94	B- = 83-85	C- = 73-75	D- = 63-65
			F = < 62

### Late Work

Only absences excused with a copy of a written Dr.'s note or as an admissible excusable absence via University policy will be exempt from this policy. Please submit these only in writing with a full written explanation via email or as an email attachment.

Except as acceptably excused, late work will be reduced by one full grade or 10 % points for each day it is late. For turning in work, always use the Assignment Dropbox.

### Resubmitting Assignments

Assignments may be re-submitted for re-grading after the student has revised or re-done the work in accordance with directions or feedback. The assignment should be re-submitted to the Assignment Dropbox on BlackBoard with revisions **highlighted** and comments to the instructor as to what changes have been made. Assignments may only be turned in one time for re-grading. Any assignment turned in late may not be submitted for re-grading. All assignments for re-grading must be submitted to the Assignment Dropbox before the last week of classes (not including exam week).

### Passing graduate level coursework

In order for this course to count toward your Reading Endorsement or a graduate degree, you must receive a passing grade of C+ or higher.

### CI 8440 additional requirement

Doctoral students taking this course at the doctoral level may plan and submit the plan for an extra Professional Development Workshop plan or alternative arrangements may be made with the instructor.



## **ACADEMIC INTEGRITY**

Academic integrity is expected as defined by the *Undergraduate/Graduate catalog*: Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
  - Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
  - Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
  - Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
  - Giving or receiving substantive aid during the course of an examination;
  - Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
  - Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; and,
  - Submitting the same written work to fulfill the requirements for more than one course.
- This policy statement on Academic Dishonesty including consequences of violations is continued at <http://www.utoledo.edu/dl/students/dishonesty.html>

### **Copyright Notice**

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

## **TECHNICAL SUPPORT**

**If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk** at (419) 530-8835 or [utdl@utoledo.edu](mailto:utdl@utoledo.edu). The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online



Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: <http://www.utoledo.edu/dl/helpdesk/index.html>

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or [ithelpdesk@utoledo.edu](mailto:ithelpdesk@utoledo.edu). The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

### **eTutoring Services**

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Learn more at: <https://www.etutoring.org/login.cfm?institutionid=232&returnPage>

### **eLibrary Services Portal**

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Learn more at: <http://www.utoledo.edu/dl/students/elibrary.html>

### **Services for Online Students**

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online.

## **UNIVERSITY POLICIES**

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact Student Disability Services for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

### **Diversity**

All students enrolled in this course will be expected to: promote a collaborative and supportive educational environment in a diverse community; and, treat every individual with kindness, consideration, dignity, and respect regardless of: gender, race/ethnicity, religion, sexual orientation, impairment(s)/disability(ies), social economic status, political views, and/or other element(s) of diversity.



## **ACADEMIC SUPPORT SERVICES**

### **Student Disability Services**

Student Disability Services provides accommodations and support services to students with disabilities.

Learn more at: <http://www.utoledo.edu/offices/student-disability-services/>

### **Academic Accommodations**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

### **Counseling Center**

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Learn more at: <http://www.utoledo.edu/studentaffairs/counseling/>

Need a Counselor? **University of Toledo Counseling Center** 419-530-2426

**After Hours Mental Health:** 419-255-5911

## **SAFETY AND HEALTH SERVICES FOR UT STUDENTS**

**Emergencies**            On Campus    419-530-2600            Off Campus    911

**Sexual Assault Education & Prevention 24-hr Help** 419-530-3431

### **Title IX Information**

\*If you believe you have been subjected to 1) Sexual Harassment by University faculty or staff, or 2) any other form of gender discrimination under Title IX, you may report or file a formal complaint with the Title IX Coordinator. You may also report to the coordinator if you feel you are the victim of sexual harassment, including sexual assault, sexual violence or other sexual misconduct by another university student. The Title IX Coordinator can be reached at: 419-530-4017

\* These incidents may also be anonymously reported at:

<http://www.utoledo.edu/offices/internalaudit/title-ix/>

**National Suicide Prevention Lifeline:** 800-273-TALK(8255), go to nearest ER or call 9-1-1.

**Report Bullying:** [www.utoledo.edu/tlc/bully](http://www.utoledo.edu/tlc/bully)

**Anonymously Report a Crime**      [www.utoledo.edu/depts/police](http://www.utoledo.edu/depts/police)

### **Safe Places for LGBT Students**

Contact: Matthew Perry, M.S.E. | Area Coordinator

The University of Toledo, Office of Residence Life



2801 W. Bancroft St. MS 519 | Toledo, Ohio | 43606

Phone: 419.530.4972 | E-Mail: [matthew.perry@utoledo.edu](mailto:matthew.perry@utoledo.edu)

**National LGBT Student Assistance/Crisis Line:** 1-866-488-7386

## **COURSE SCHEDULE**



<b>Week</b>	<b>Week begins</b>	<b>Post &amp; 3 responses due by midnight</b>	<b>Other assignments due</b>
1	Monday, 1/15	Sunday, 1/21	Post Introduction only – due by Sunday, 1/21
2	Monday, 1/22	Sunday, 1/28	
3	Monday, 1/29	Sunday, 2/4	3-part plans for all 3 learners due by 2/4
4	Monday, 2/5	Sunday, 2/11	
5	Monday, 2/12	Sunday, 2/18	
6	Monday, 2/19	Sunday, 2/25	
7	Monday, 2/26	Sunday, 3/4	
8	Monday, 3/5	Sunday, 3/11	UT Spring Break – No Posts Due
9	Monday, 3/12	Sunday, 3/18	Plan for Professional Development Workshop due 3/18
10	Monday, 3/19	Sunday, 3/25	
11	Monday, 3/26	Sunday, 4/1	
12	Monday, 4/2	Sunday, 4/8	
13	Monday, 4/9	Sunday, 4/15	
14	Monday, 4/16	Sunday, 4/22	Final Professional Development Write-Up Due – 4/15
15	Monday, 4/23	Sunday, 4/29	3 portfolios w/ videos due 4/23
	Monday, 4/30		Finals Week