

CI 6/8430 Diagnosis of Reading Disability
The University of Toledo
Judith Herb College of Education
Sections 001 901
Fall 2017 (CRN 51291/51293)
3 Credit Hours

Instructor:	Marcella J Kehus, Ph. D.	Term:	Fall 2017
Office Hours:	Wednesday, 10am-3pm	Class Location/Times:	Online
Office Location:	2000W Gillham Hall	Lab Location/Times:	Online
Office Phone:	419.530.6119	Course Website:	https://blackboard.utdl.edu
Email:	marcella.kehus@utoledo.edu		

COURSE/CATALOG DESCRIPTION

Teachers will acquire the knowledge and skills needed to assess the literacy (oral language, reading and writing) of students, specifically those students struggling with literacy in grades K-12 with the intention to plan appropriate remedial instruction.

COURSE OVERVIEW

This course is one in a series of four (4) required for Ohio's Reading Endorsement. This course is a pre-requisite for CI 6/8440 Remediation Practicum. This course is intended to equip professional educators with the tools and knowledge to assess learners in the areas of literacy in order to plan instruction for remediation.

COURSE OBJECTIVES

Assessment	2010 IRA Standards – Reading Specialist and Literacy Coach
Assessment #6: Diagnostic Case Study	1.3, 3.1, 4.2 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. 3.1: Understand types of assessments and their purposes, strengths, and limitations. 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

STUDENT LEARNING OBJECTIVES

Upon completion of this course, the student will be able to:

1. Identify the methods essential to utilize in assessing the reading and writing abilities of readers and writers in grades P-12;
2. Describe the theories and principles of effective literacy assessment;
3. Demonstrate effective skills in assessing struggling readers and writers in grades P-12; and
4. Formulate and practice effective remediation plans for struggling readers and writers in grades P-12.

TEACHING STRATEGIES

This fully online course is designed to stimulate student learning through the web-based delivery of readings, video, and audio, as well as assessment of case studies involving asynchronous discussion. Students will also conduct in-person case studies of emergent and school-age struggling readers. No on-campus meetings will be required.

Students will engage in readings and discussions of best practices of reading and writing assessment for emergent, early elementary and older child-based case studies presented online. Each module will focus on a different aspect of literacy including: emergent literacy, word study, fluency, comprehension, and writing.

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.

PREREQUISITES

Students taking CI 6430, should have already completed a course in phonics at the undergraduate level and have passed CI 6400.

REQUIRED TEXTS AND MATERIALS

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)

Reading Assessment: A Primer for Teachers in the Common Core Era. Caldwell, J. S.. 2014. Guilford. (3rd Ed.) (Paperback ISBN 978-1-4625-1413-7 ; etext ISBN 978-1-4625-1419-9)

RECOMMENDED TEXTS AND MATERIALS

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. (5th Ed.) (ISBN-13: 9780137035106)

COURSE POLICIES

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>

GRADING POLICIES

Student work will be assessed as follows. Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:

	*Age of Learner	% of Final Grade
Weekly Journals		10%
Discussion Participation		10%
Dyslexia Assignment		10%
Spelling Inventory*	Grades 2-6	10%
Running Record*	1 st grader	10%
Emergent Literacy Case Study*	Kindergartener or 4-year-old pre-schooler	25%
Older Child Case Study*	Struggling reader in grades 3-8	25%
Total		100%

Students are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments will only be permitted when arrangements are discussed and approved before the required due date. Late work may still be assessed according to the Late Work Policy. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

* 4 assignments as noted above require work with young learners. Requirements of age/grade levels are given above. As a matter of policy, students are not to work with the children of family members or of friends because objectivity becomes difficult and complications can arise.

The grading scale for this course is as follows:

Required to PASS	B+ = 90-92	C+ = 80-92	D+ = 70-72
A = 95-100	B = 8-69	C = 76-79	D = 66-69
A- = 93-94	B- = 83-85	C- = 73-75	D- = 63-65
			F = < 62

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).

Journals

All journal assignments should be 1.5 to 3 pages in length using a 12 point font, 1-inch margins and double spacing. Journals are due by the last day of *each module unless otherwise noted*.

Late Work Policy

For any late assignment, the grade will be lowered one letter grade for each day the assignment is late.

Passing graduate level coursework

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

CI 8430: Diagnosis of reading disability

Doctoral students taking this course at the doctoral level will:

- respond to a research article specific to each module; and,
- complete a graduate level research paper related to assessment and their own area or interest in conjunction with instructor approval; or, complete an extra case study (Emergent or Older Child) of special interest with instructor approval.

SUPPORT

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.

Student Disability Services

Student Disability Services provides accommodations and support services to students with disabilities. Learn more at: <http://www.utoledo.edu/utlc/academicaccess/index.html>

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/>

TECHNOLOGY GUIDELINES

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. 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
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - **Recommended**

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.

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>.

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 will do my best to respond to email within 24 to 48 hours.

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

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

Do not send images (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 link or a PowerPoint if it will be projected.

All assignments are to be turned in to Blackboard. While the main documents are to be submitted as Word .documents, the ancillary materials may be submitted as one or more (though one is preferred and multiple documents are discouraged) Adobe .pdf document. If the materials are not yours, you are expected to cite your sources, and such ancillary materials are to be submitted as preferably one .pdf

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

Video formats: These specific video file formats are acceptable when submitting video: mov, .mp4, .avi, .wmv, and .mpg) of working with students or you may send a link of video used for instructional purposes. Be sure that videos have been properly compressed, have not been overly edited, and are working properly before submitting. Please do not email assignments to the instructor unless expressly instructed to do so; instead, submit assignments using Blackboard as this is the only way that credit can for work can be given and rubrics can be used.

TECHNICAL SUPPORT

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or 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. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.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.

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 students. Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

COURSE SCHEDULE

Module	Module Name	DATES	MAJOR ASSIGNMENT DUE	POSTING SCHEDULE (All Journals due on last day of Module)	
1	Introductions & Basic Concepts	8/28-9/3		Week 1 – Post to Module 1- Introductions	9/3
				Week 1 – Post 2 or more responses to peers in Module 1 - Introductions Journal 1 Due	9/3
2	Emergent Literacy	9/4-9/17		Week 1 – Post Response to Module 2 - Emergent Literacy Discussion	9/10
				Week 2 & 3 – Post 2 or more responses to peers Module 2 – Emergent Literacy Discussion Journal 2 Due	9/17
3	Word Recognition, Word Study & Running Records	9/18 – 10/8		Week 1 – Post Response to Module 3 – Word Recognition & Word Study Discussion	10/23
				Week 2 & 3 – Post 2 or more responses to peers in Module 3 – Word Recognition & Word Study Discussion Journal 3 Due	10/8
4	Fluency, Comprehension and QRI	10/9 – 10/29	Emergent Case Study due October 15 th	Week 1 – Post Response to Module 4 - Fluency Discussion	10/14
				Week 2 & 3 – Post 2 or more responses to peers in Module 4 – Fluency Discussion Journal 4 Due	10/29
5	Miscue Analysis, Comprehension, and Dyslexia	10/30 – 11/19	Spelling Inventory due October 30 th Dyslexia Assignment Due November 10 th	Week 1 – Post Response to Module 5 Miscue Analysis – Various Levels discussion	11/4
				Week 2 & 3 – Post Response to peers in Module 5 Miscue Analysis – Various Levels Discussion Journal 5 Due	11/19
6	Writing, Inventories, and Wrap Up	11/20 – 12/10	Older Child Case Study (w/ a struggling reader in 2 nd – 8 th grade) November 20 th Running Record (w/ a 1 st grader) November 30 th	Week 1 – Post Response to Module 6 Running Record Discussion Due	11/25
				Week 2 Post Response to peers in Module 6 Running Records Discussion Due Journal 6 Due	12/10
				Submit Course Evaluation	