EDUC 622 – SPRING 2011
DIAGNOSIS AND CORRECTION OF READING PROBLEMS
This course provides an overview of a variety of evaluation tools and techniques to diagnose individual learner strengths and needs and recommend effective strategies for maximizing reading skills.

On-Line Course
Instructor: Mrs. Kim Hawkins
Office: SM 39
Phone: 865- 471-3314
E-mail: khawkins@cn.edu

REQUIRED TEXTS:


All writing should follow the APA Style as outlined in the *Publication Manual of the American Psychological Association, Sixth Edition*

**The following additional required readings will be provided by the instructor via Blackboard:**


OPTIONAL TEXTS:


**STUDENTS WITH DISABILITIES:**
Any student with a special documented disability (sight, hearing, language, mobility, etc.) which may affect class activities should contact Mr. David Humphrey in the Wellness Center to provide appropriate documentation. He may also be reached at 471-3268 or 471-4808, through campus mail at Box 72018, or by email at dhumphrey@cn.edu.

**ATTENDANCE POLICY:**
Student “attendance” in an online course is defined as active participation in the course as described in the syllabus. Although the nature of an online course is different from that of a land-based course, the attendance policy for classes, as stated in the college catalog, is as follows:

Attendance at all class meetings is required and a student is responsible for all the work, including tests and written assignments of all class meetings. Each individual faculty member will establish the consequences for absence and publish this in the course syllabus. If students must miss class for any reason, they are obligated to account for their absences to their instructors and arrange to obtain assignments for work missed.

Students will be allowed to make up class work missed with no penalty if the absence was caused by documented illness, death of immediate family member, or participation in College sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work.

Attendance will be taken for all students. Any student who does not attend class during the first two weeks of the semester will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.) may be affected by this withdrawal which may impact billing and financial aid eligibility. Refer to the Refund Section of the catalog for more detailed information.

A student who quits (desists) attending class and does not withdraw by the last day to withdraw from the course with a W, will be assigned a grade of VF. A grade of VF carries hours attempted and 0 quality points. Students who fail all courses due to non-attendance will be administratively withdrawn from the college for the semester. The last date of class attendance will be used to determine the date of the administrative withdrawal from the college. Financial Assistance recalculations will be processed for students who are administratively withdrawn from the college within 45 days of the date of determination. If a student is administratively withdrawn from the college, financial assistance eligibility may be impacted.
SYLLABUS CHANGE POLICY:
Based on the needs of the students and extenuating circumstances and/or unforeseen events, the instructor reserves the right to alter the syllabus and the activities required for evaluation to ensure that course objectives are appropriately addressed. No extra credit activities will be permitted for individual students unless those activities are made available to all students.

RELATIONSHIP OF COURSE TO UNIT CONCEPTUAL FRAMEWORK:
The department of teacher education at Carson-Newman College has adopted a conceptual framework to serve as the basis for the preparation of our students as they seek to become competent teachers. This framework is based on Bronfenbrenner’s model of human ecology. In our framework, the student is at the center of concentric circles. The circles represent the influences on our students who are the central focus of our department. For example, our Baptist heritage, the mission of our college, accreditation bodies, and professional organizations all influence the decisions we make in program planning. The concentric circles are open in places to represent the influence that the student has on these environmental factors. At the present time, five themes have been selected for emphasis within the teacher education unit. Those points of emphasis are reflection; home school, and community relationships; assessment; technology; and cultural diversity.

The goals for this course are derived from the influences listed in the middle circle of the conceptual framework: Tennessee State Department of Education, Accrediting Agencies, and Content Standards. In addition, course activities have been designed to meet the General Education Performance Standards. In this course, students will work toward their goal of becoming competent teachers within the following domains of those standards: Planning, Teaching Strategies, Assessment and Evaluation, Learning Environment, Professional Growth, and Communication.

COURSE OBJECTIVES:
This course is designed for students in the Reading Specialist program to meet five of the sixteen standards required of candidates for the Reading Specialist certification in Tennessee:

- **Standard 3:** Candidates demonstrate an understanding of how literacy development differs from learner to learner.
- **Standard 4:** Candidates use knowledge of the multiple factors associated with reading and writing difficulties to assess capabilities and reading difficulties of individual learners and create appropriate learning experiences.
- **Standard 5:** Candidates create an environment that fosters interest and growth in all aspects of literacy.
- **Standard 10:** Candidates use a variety of evaluation tools and techniques and provide ongoing assessment to diagnose individual learner strengths and needs, recommend effective strategies, make decisions about instruction, advise classroom teachers, parents and students, and make referrals to other professionals.
- **Standard 11:** Candidates communicate information about reading to students, professionals, paraprofessionals, administrators, policy makers, and the community and elicit their assistance.
ACTIVITIES & EVALUATION:
The following activities are designed to help achieve the course objectives. Each of these activities will be evaluated, and the number of points for each is outlined below. More information regarding the specific directions for each activity will be provided via Blackboard.

Weekly reflection over the assigned reading(s), 15 at 10 points each = 150
Administration of and reflection over an assigned reading assessment = 50
Literacy Portfolio = 100

In lieu of a final exam, a literacy portfolio will demonstrate your grasp of the five standards (objectives) outlined for this course. If we were a land-based class, this would be a three-ring notebook with dividers. Since we are an on-line class, this will be an electronic portfolio.

GRADING SCALE:
Total Points Possible = 300
A (93%) = 279 – 300
B (85%) = 255 – 278
C (75%) = 225 – 254
F (less than 75%) = less than 225

LATE POLICY
Late work will not be accepted. It is each student’s responsibility to turn in work on time. If something happens and Blackboard is down or if you are having difficulty attaching an assignment, email it to khawkins@cn.edu

CONTACTING ME
If you have a burning question, text messaging or email is the best avenue. As this class is on-line, I most likely will not be in the office. I check CN email every day. I do NOT check Blackboard email regularly. I give my cell phone number to each class, but I do not put it “out there” in print. I am happy for you to text or call me any time. I am not a teenager who lives and breathes with the cell phone, so if I don’t answer you right away, I am promise I am not ignoring you. If you would like my cell phone number, please email me your cell phone number, and I will text you so that you can have my number. If you do not text, please say so in the email, and I will call your cell number and leave you a message.

GUIDELINES FOR ALL ASSIGNMENTS:
- One-inch margins all around. If your version of MS Word defaults to 1½ inch margins, you will need to change it to 1 inch margins.
- Straight double-spacing. Some versions of MS Word automatically add an extra space between paragraphs. Set yours so that it doesn’t do this.
- If you title the paper or put your name on it, do so in the heading. The written reflection should begin right at the beginning of the one inch margin.
- Use Times New Roman, 12 point font
- Submit the assignment as an attachment in a .doc or a .docx file.
- Informal does not mean incorrect. Please proofread.
## Tentative Schedule of Weekly Assignments

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<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Assignment for the week</th>
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| Jan.  | 16   | - Johnston – *Intro* only (pp. 1-9)  
- Dunston*  
- Reflection #1 – See Blackboard for the directions regarding the reflection each week |
| Jan.  | 23   | - Krashen – *Part 1* (Skim notes – see Blackboard for specifics)  
- Pitcher*  
- Reflection #2 |
| Jan.  | 30   | - Krashen – pp. 57-89 (Skim notes – see Blackboard for specifics)  
- Reflection #3 |
| Feb.  | 6    | - Krashen – pp. 89-121 (Skim notes – see Blackboard for specifics)  
- Applegate*  
- Reflection #4 |
| Feb.  | 13   | - Krashen – *Part 3* (Skim notes – see Blackboard for specifics)  
- Reflection #5 |
| Feb.  | 20   | - Johnston – Chapter 1  
- Dole*  
- Commission on RTI*  
- Reflection #6 |
| Feb.  | 27   | - Johnston – Chapters 2-4  
- Reflection #7 |
| Mar.  | 6    | - Johnston – Chapters 5-6  
- Boyd-Batstone*  
- Reflection #8 |
| Mar.  | 13   | - Johnston – Chapters 7-8  
- Morris*  
- Reflection #9 |
| Mar.  | 20   | - Johnston – Chapters 9-10  
- Clark*  
- Reflection #10 |

*Denotes article provided on Blackboard
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mar. 27</td>
<td>SPRING BREAK – no assignment due 😊</td>
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<td>Apr. 3</td>
<td>Johnston – Chapters 11-12</td>
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<td>Scanlon*</td>
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<td>Reflection # 11</td>
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<td>Apr. 10</td>
<td>Johnston – Chapters 13-14</td>
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<td>Spear-Swelling*</td>
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<td>Reflection # 12</td>
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<td>Apr. 17</td>
<td>Johnston – Chapters 15-16</td>
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<td>Valencia*</td>
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<td>Reflection # 13</td>
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<td>Apr. 26</td>
<td>(Due to Easter weekend, this week’s assignment is not due until Tuesday evening.)</td>
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<td>Johnston – Chapters 17-19</td>
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<td>Reflection #14</td>
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<td>May 1</td>
<td>Standardized tests, Running Records, Miscue Analysis (readings TBA)</td>
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<td>Reflection #15</td>
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<td>Administration and reflection over assigned reading assessment</td>
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<tr>
<td>May 8</td>
<td>Portfolio due</td>
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