ED5750 Diagnosis and Remediation of Reading Problems
June 28–August 12, 2010
Email or phone during office hours on Mondays and Wednesdays, 9:30–11:30
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The policies of this course conform with stated MTU guidelines
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html
I reserve the right to make changes as long as they benefit members of the class. Online classes can present technological challenges, and other “unknowns.” I intend to design a course that weathers such potential moments gracefully. Readings may be added or changed as time goes on or needs arise.

Overview of Course Schedule. The following really is merely an overview. I’ll submit to you more detailed instructions in a timely manner—check in with me, though, anytime you need to ask a question. My hope for this class is that we operate as a reading discussion group, sharing ideas and passing good ideas around to each other. I hope you enjoy reading and feel excited to try some techniques out with your students.

- Read assigned readings—and others you discover related to our discussions
- Reflect on our relationships with text, reading skills, learning, and literacy practices using hand-held reading journal
- Share ideas for books and classroom activities
- Be a blackboard discussion leader
- Post responses to new topics on blackboard — keeping the conversations rolling as much as possible during the week.
- Submit three written pieces scored holistically (quality, correctness)
  1) questionnaire due on Sat. 7/3
  2) mid-term letter due on Sat. 7/17
  3) final 7 page coursework paper due on 8/12
- Read a YA novel or nonfiction book in common with a partner (another member of this class)
- Adobe Connect Pro conference, tba, and as needed

Schedule
6/28–7/9 Weeks 1 and 2—Establish and Activate Prior Knowledge • Sign up for a connect Pro meeting with me during Week 2

Week One discussion leader (posts one question related to reading): Evie Johnson
Week Two discussion leader: Cindy Ruotsi
  1) Questionnaire due on 7/3 (email to evjohnso@mtu.edu)
  2) Start keeping a reading journal
  3) Read PDF Make Way for Literacy (to p. 54)
  4) Post personal statement to your page on blackboard by Fri. 7/2
  5) Respond to blackboard questions

7/12–7/23 Weeks 3 and 4—Examine current research and practices

Week Three discussion leader: Evie Johnson (Kendall and Young)
Week Four discussion leader: Chris Anderson (Readicide)
1) Start reading a YA book in common with a classmate
2) Kendall and Young discussion on Blkbrd due Fri. 7/16
3) Readicide first half due 7/23

7/26–8/6
Weeks 5 and 6—Study and learn about how we establish relationships with books

Week Five discussion leader: Jen Rubin (Readicide)
Week Six discussion leader: Shawn Grose (TBA)
1) Readicide second half due 7/30
2) Continue reading with your partner, journaling
3) Read assigned articles
4) Discussions posted by 7/31 (Readicide)
5) Discussions posted by 8/7 (TBA Shawn)

Week 7 — Work on final project due on 8/12

Essential Questions:
- What are my beliefs and experiences with reading, literacy, diverse learners, and learning?
- What are emergent literacies?
- What is a reading disability?
- What is language processing and phonemic awareness?
- What is a reading problem?
- Who is a struggling reader?
- What are the best methods for identifying reading problems?
- What are the best methods for working with students who struggle with reading?
- How can we use assessment to motivate struggling readers?
- How can teachers help students use reading and other literacies to become more effective learners?

Description: “Definitions of reading and learning disability are remarkably inconsistent and have shifted significantly over the years,” states Richard Allington in the 2002 publication, What Research has to say about Reading Instruction. In this course, students will survey recent and relevant research on reading and literacy. They will survey and select assessments to calibrate reading ability, and they will learn to accurately describe reading differences. Emphasis will be placed on understanding identity and literacy practices, meta-cognition, language processing disorders, internal and environmental learning contexts, and other factors that help particularize how readers can vary. Participants will employ reflection as they
  - Analyze own literacy history and practices
  - Select, summarize, and present articles related to reading and learning.
  - Use course texts to support inquiry
  - Plan, and/or practice, and critique reading strategies for their classroom
  - Implement targeted strategies during partner reading
  - Conduct research to write a scholarly paper

Audience: Pre-k, elementary, and secondary content-area teachers who are applying for professional licensure.
Goals: Students will deepen their understandings of reading and its relationship to learning; they will better understand how to use assessment data to diagnose reading ability, to measure reading improvement, and to differentiate instruction. They will implement procedures designed to enable students to become independent readers and learners. They employ the habits of reflective practitioners, becoming more mindful as readers and teachers. They will learn how to document the effectiveness of assessment and instructional techniques.

Expectations: All assignments must be completed in order to receive a grade. Participants will earnestly engage with all facets of the course. They will construct knowledge as a community of learners through reading, reflecting, journaling, discussing, collaborating with a partner reader, and synthesizing their experiences when they write a final scholarly coursework paper.

They will inquire into the relationships between language processing and learning; they will examine their own assumptions and be curious about how they might become more reflexive practitioners; they will wonder how to situate students' learning within a complex of influences. They'll be willing to make well-reasoned choices for adapting well-grounded methods for their classrooms. They'll be supportive of explorations into cutting edge genres (like comic, graphic novels, and multi-genre writing).