CORRECTIVE READING
CUIN 4332
Reading/Language Arts Program Area

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Semester: Fall ‘06, 10-1 M

ADA Statement
When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call ext. 3-5400 for more assistance.

Required Book: Instructing Students Who Have Literacy Problems, (4th ed.)

by Sandra McCormick

Merrill / Prentice Hall, 2003
**Course Description/Strategies of Instruction**

The students are presented overviews of the research and practices involved in teaching struggling readers. Students are required to choose specific topics within this area, and prepare research reports addressing these topics. Students are also required to administer a literacy assessment instrument to a child, and prepare a case report based upon the information. Discussions are held regularly to foster free and open exchange between/among students and instructor. A variety of instructional strategies is used to deliver the course, i.e., lecture, discussion, modeling, question and answer sessions generated by both the teacher and students, and field experiences.

*Topics addressed:*

The physiology of reading

Basic concepts and definitions in reading

Causes and correlates of individual differences in reading ability

Assessment for identification of reading problems

Assessment for verifying general reading levels

Assessment for identifying specific strengths and weaknesses in reading

Important principles of remedial and clinical reading instruction

Word recognition

Word identification

Knowledge of word meanings

Comprehension of narrative texts

Comprehension of expository texts

The severely delayed reader and nonreader

Other learners with special needs
Course Objectives:

1.) Each student will gain an understanding of the principles and practices of teaching struggling readers.

2.) Each student will gain an appreciation of the importance of reading instruction for students who struggle in this area, and how it fits into the entire curriculum.

3.) Each student will acquire competency in making sound, independent instructional decisions when teaching struggling readers.

4.) Each student will acquire competency in the assessment and identification of struggling readers.

Relationship to the Program’s Conceptual Framework

This course, as well as the conceptual framework for the undergraduate courses in the reading/language arts program area, is aligned with the standards of the Association for Childhood Education International (ACEI). Specifically, this course addresses Standards 1. Development, Learning and Motivation, 2.1 (English Language Arts), 3.1 (Integrating and Applying Knowledge for Instruction), and 4. Assessment.

Relationship to the College of Education’s Conceptual Framework

Collaboration for Learning and Leading is the motto for the conceptual framework of the College of Education. This course places an emphasis on all three components of this motto. The students are compelled to collaborate by engaging in discussion addressing all course activities, as well as the pertinent contemporary issues in the discipline. Learning is apparent as the students add to their knowledge bases in all of the areas addressed, becoming more confident in their abilities to confront the obstacles encountered when teaching struggling readers. An expectation for the students taking
this course is that they will accept their responsibilities in the profession, leading by example and employing their knowledge judiciously throughout their careers.

Integration of Technology

The students are encouraged to prepare their research reports and other papers by accessing databases via the internet, especially those sites which contain a multitude of information in the specific discipline, e.g., the ERIC database site. In addition, the students are encouraged to communicate by email, complete papers using a word processing program, and send papers to the instructor as attachments.

Addressing the Needs of Diverse Learners

The course gives special attention to this topic by including a segment entitled other learners with special needs.

Application of Learning in Education/Contextual Situations

The course accomplishes this component by including a field-based experience for all students. This activity consists of each student compiling a case study of an individual child. The case study includes the collection of background information, the administration of an assessment instrument, and the formulation of instructional recommendations based upon the acquired data.

Assignments

First Exam (100 points)

This exam consists of 25 multiple choice questions, evenly distributed across the material presented in the first 1/3 of the course.

Second Exam (100 points)

This exam consists of 25 multiple choice questions, evenly distributed across the material presented in the second 1/3 of the course.

Third Exam (100 points)
This exam consists of 25 multiple choice questions, evenly distributed across the material presented in the final 1/3 of the course.

*Research Reports or Term Paper (50 points)*

The students are given a choice for this assignment. If the research reports are chosen, the student will be required to prepare 10 reports based upon 10 articles written within the discipline. Specifications for each report include a citation, summary, and reaction/critique.

If the term paper is chosen, the student will be required to write 20 pages addressing a specific topic in the discipline. The paper may be double-spaced, and must include at least two citations per page.

*SORT-R/Case Report (100 points)*

This assignment includes a field-based experience. The activity consists of each student compiling a case study of an individual child. The case study includes the collection of background information, the administration of an assessment instrument, and the formulation of instructional recommendations based upon the acquired data.

*Discussion Groups (50 points)*

During the course of the semester, the students will be required to form 5 discussion groups addressing pertinent questions/issues in the field. Each group will share its findings with other groups and the instructor. The findings of each group may be challenged by other groups, serving as a catalyst for further discussion.

**Assessment Criteria**

*All Exams*

Each correct answer is awarded 4 points.

*Research Reports or Term Paper*

Research Reports

Each research report may earn a maximum 5 points.

5 = This score is given to reports that are complete, well organized, and detailed.
The style and vocabulary add clarity and interest.

4 = This score is given to reports that are generally well organized and address the assignment. There may be lapses in organization or areas of confusion, but the author’s message is understandable.

3 = This score is given to papers that are incomplete, inconsistent, or too general. Organization and detail may be problematic.

2 = This score is given to papers that do address the assignment but do so inadequately. Papers may be too short, too general, or only tangentially related to the assignment.

1 = This score is given to papers that cannot be scored for one reason or another. Papers may be blank, unrelated to the assignment, or illegible.

Adapted from:

Term Paper

Each term paper may earn a maximum of 50 points.

41-50 = This score is given to reports that are complete, well organized, and detailed. The style and vocabulary add clarity and interest.

31-40 = This score is given to reports that are generally well organized and address the assignment. There may be lapses in organization or areas of confusion, but the author’s message is understandable.

21-30 = This score is given to papers that are incomplete, inconsistent, or too general. Organization and detail may be problematic.

11-20 = This score is given to papers that do address the assignment but do so inadequately. Papers may be too short, too general, or only tangentially related to the assignment.

1-10 = This score is given to papers that cannot be scored for one reason or another. Papers may be blank, unrelated to the assignment, or illegible.
Adapted from:


SORT-R/Case Report

Each report may earn a maximum of 100 points.

81-100 = This score is given to reports that are complete, well organized, and detailed. The style and vocabulary add clarity and interest, and the preparation guidelines have been followed.

61-80 = This score is given to reports that are generally well organized and address the assignment. There may be lapses in organization or areas of confusion, but the author’s message is understandable. There may be a few of the preparation guidelines which were not completely followed, but do not detract significantly from the intended message.

41-60 = This score is given to papers that are incomplete, inconsistent, or too general. Organization and detail may be problematic. A number of the preparation guidelines were not followed, which detracts from the intended message.
21-40 = This score is given to papers that do address the assignment but do so inadequately. Papers may be too short, too general, or only tangentially related to the assignment. The majority of the intended guidelines were not followed, which detracts significantly from the intended message.

1-20 = This score is given to papers that cannot be scored for one reason or another. Papers may be blank, unrelated to the assignment, or illegible. Only a few, or none, of the preparation guidelines were followed.

Adapted from:


*Discussion Groups*

Each discussion group activity may earn a maximum 10 points for each group member. All group members receive the same number of points.

9-10 = This score is given to oral group reports that are complete, well organized, and detailed. The style and vocabulary add clarity and interest.

7-8 = This score is given to oral group reports that are generally well organized
and address the assignment. There may be lapses in organization or areas of confusion, but the group’s message is understandable.

5-6 = This score is given to oral group that are incomplete, inconsistent, or too general. Organization and detail may be problematic.

3-4 = This score is given to oral group reports that do address the assignment but do so inadequately. Reports may be too short, too general, or only tangentially related to the assignment.

1-2 = This score is given to oral group reports that cannot be scored for one reason or another. Reports may be devoid of information, unrelated to the assignment, or in coherent.

Adapted from:

**Evaluation Scoring**

Each student may earn a maximum of 500 points in the course.

Grades will be assigned based upon the following categories:

- $475 – 500 = A$
- $450 – 474 = A-$
- $435 – 449 = B+$
- $420 – 434 = B$
- $400 – 419 = B-$

Below this, information available upon request – THINK POSITIVE!!

**Attendance Policies**

Students are allowed 3 absences during the course of the semester. Starting with the 4th absence, the final grade will be reduced by one letter for each absence. In regards to tardiness, please try your best to make it to class on time. The roll will be called as the first order of business for each class period.

**Academic Dishonesty**

The university defines academic dishonesty as 'Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements.” Students are expected to do original work, including class assignments, etc. Penalties include failure of the entire assignment and referral to the department chair for consideration of additional action.