

**Department of Teaching and Learning
College of Education
Florida Atlantic University**

RED 4552 : Reading Diagnosis and Remediation: PreK through Grade 8

CREDITS: 3 credit hours

PREREQUISITES: EEX 4250 OR (TSL 4080, and LAE 4353 and RED 4308 and RED 4750). RED 4750 may be taken prior to registering for RED 4552 or at the same time.

COURSE PLACEMENT IN PROGRAM: RED 4552 is a required end of program course for elementary certification. You must obtain a grade of “C” or higher in this course. This course must be taken after or concurrently with RED 4750.

COURSE LOGISTICS:

Term:

Grading: Standard Grade

Distance Learning:

Class Location (Campus, Building, Room):

CONTACT INFORMATION:

Instructor/Professor: TBA

Office: (Building, Room)

Email:

Phone:

Fax:

Secretary's Office:

Secretary's phone:

Office hours:

COURSE DESCRIPTION:

This course focuses on the recognition and diagnosis of reading difficulties using a variety of assessment tools and on prescribing and implementing a variety of appropriate methods and materials to improve reading performance. **Field experience in a classroom setting required.**

REQUIRED TEXTS / TECHNOLOGY:**1. Required Text**

Allington, R. (2001). *What really matters for struggling readers*. NY: Longman.

Johns, J. L. (2008). *Basic reading inventory*. (10th ed.). Dubuque, IA: Kendall/Hunt.

Johns, J. L. (2010). *Improving reading: Interventions, Strategies and Resources*. (5th ed.). Dubuque, IA: Kendall/Hunt.

Taylor, D. (1991). *Learning Denied*. Portsmouth, NH: Heinemann

Wilde, S. (2000). *Miscue analysis made easy: Building on students' strengths*. Portsmouth: NH: Heinemann

2. Required Technology

LiveText. Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>. <http://coe.fau.edu/livetext>.

SUPPLEMENTARY RESOURCES / TECHNOLOGY:**Recommended Books:**

Blevins, W. (2006). *Phonics from A to Z*. NY: Scholastic.

Calkins, L., Montgomery, K., Santman, D. (1998). *A teacher's guide to standardized reading tests: Knowledge is power*. Portsmouth, NH: Heinemann

Clay, M. (2005). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Cool Tools: Informal reading assessments (2003). Project Central. Florida Department of Education Division of Public Schools and Community Education. Bureau of Instructional Support and Community Services. <http://reach.ucf.edu/~CENTRAL/Warehouse/Brochures-etc/Cool%20Tools%20-%20Elementary.pdf>

Crawley, S. J. & Merritt, K. (2011). *Remediating reading difficulties*. (6th ed.) Boston: McGraw-Hill.

Farr, R., Tone, B. (1994). *Portfolio performance assessment: Helping students evaluate their progress as readers and writers*. Fort Worth: Harcourt Brace.

Freiman, B. B. (2001). *What teachers need to know about children at risk*. NY: McGraw Hill.

Harp, B. (2000). *The handbook of literacy assessment and evaluation* (Second Ed.). Norwood, MA: Christopher-Gordon Publishers, Inc.

National Reading Panel Report. <http://www.nationalreadingpanel.org>

Technology Used in the Classroom and as Part of the Course:

Blackboard Assised Distance Learning

LiveText.

Computer: E-mail. Send all emails to instructors through MyFAU. *See MyFAU* for directions.

Computer: PowerPoint presentations

Computer: Word processing

Document camera

Computer projector

Remote for presentations

Permethean board

DVDs

Videos:

I Can Read (Reading Recovery). Portsmouth, NH: Heinemann

Learning Running Records. Portsmouth, NH: Heinemann

Analyzing Running Records. Portsmouth, NH: Heinemann

An Observation Survey. Portsmouth, NH: Heinemann

A Close-up Look at Teaching Reading: Reading Conferences. Portsmouth, NH: Heinemann

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Florida Subject Matter Content Standards: Elementary Education K-6, 14th ed. (ELEM)

Florida Subject Matter Content Standards: Reading K-12, 14th ed. (READ)

Florida Performance Standards for Teachers of English for Speakers of Other Languages, 14th ed. (ESOL)

Florida Atlantic University Competency Indicators for FL EAP (FEAP)

Students will demonstrate:

1. Knowledge of the reading process. (ELEM: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)
2. Knowledge of the theories and underlying assumptions of the reading process. (READ: 1.2)
3. Knowledge of emergent literacy: (READ: 2.4)
4. Knowledge of decoding, encoding, and related reading processes. (READ: 3.1, 3.3)
5. Knowledge of reading fluency development. (READ: 4.1, 4.2)
6. Knowledge of reading comprehension. (READ: 5.1, 5.2, 5.3)
7. Knowledge of content reading and learning. (READ: 6.2., 6.3, 6.5)
8. Knowledge of literature and literary analysis. (ELEM: 2.4)
9. Knowledge of reading methods and assessment. (ELEM: 4.1, 4.2.,4.3, 4.4, 4.5, 4.6, 4.7)
10. Knowledge of diverse learners. (READ: 8.1)
11. Knowledge of reading assessments. (READ: 9.1, 9.2, 9.3, 9.4, 9.5)
12. Knowledge of classroom environments that support reading. (READ: 11.3, 11.4)
13. Knowledge of research. (READ: 12.1)
14. Knowledge of heritage language and English language principles. (ESOL: 1.1, 1.2, 1.3, 1.4, 1.5)
15. Knowledge of curriculum, curriculum materials, and resources. (ESOL: 4.1, 4.2, 4.3, 4.4, 4.5)
16. Knowledge of assessment. (ESOL: 9.1, 9.2, 9.5)

COURSE EVALUATION AND REQUIREMENTS:

CRITICAL ASSIGNMENTS: Assignment numbers 3, 4, and 5 are critical assignments in this class. Candidates must achieve a minimum of “meets requirements” on ALL assessment criteria to be successful in the course. If you do not earn a “meets expectations” or better on the critical assignment the highest grade you can earn in the class is a C-.

(1) PERSONAL REFLECTION ESSAY: Learning Denied, Denny Taylor

C-F: As an informed, reflective decision-maker, the candidate practices summarizing in order to become metacognitive of the read/review/reflect (make connections) /summarize process. (Informed) The candidate demonstrates reflective decision making of positive and negative consequences of formal and alternative methods of assessment by developing a professional philosophy for the use of these assessments in his/her classroom.

REQUIREMENT FRAMEWORK

- Instructor will introduce/model a variety of note-taking techniques for independent reading.
- Candidate will practice using note-taking skills during the independent reading of *Learning Denied*.
- Candidate will summarize and reflect on the reading by writing a three page, times new roman 12 font, double spaced essay following APA guidelines.
- The summary and reflection should include: key points, discussion of **personal reaction to/position on** topic, and **connection to the text** from a future teacher’s perspective using **specific citing** from the text. Response to such questions as: How did this book affect you and why? How will this impact your professional philosophy when diagnosing, assessing, and evaluating each child’s readiness level/individual differences in development? What kind of impact could a situation like Patrick’s have on the need to create a positive classroom environment and strong home connection? Why?

(2) MISCUE ANALYSIS

C-F: The candidate is capable of gleaning main concepts and supporting details from a professional text and presenting that information to peers in an oral presentation supported by notes/reference materials for peers. The candidate uses reflection in making connections from the reading to the course topics. The candidate demonstrates ethical behavior during class presentations and relating to peers.

REQUIREMENT FRAMEWORK

The candidate will present information covered in an assigned section of reading from *Miscue Analysis*, by Sandra Wilde to their peers. The presentation will reflect the main concepts and supporting details of the reading and the candidate, working within a

cooperative group, will present a group outline of the assigned chapter and an informal summary on large sticky notes to the entire class.

(3) DIAGNOSTIC READING REPORT THIS IS A CRITICAL ASSEMENT ASSIGNMENT. (C-F: As an informed, reflective decision-maker, the candidate is capable of completing a reading interest inventory and survey, a mini-bibliography and a Diagnostic Reading Report featuring several informal assessment measures.

RED 4552 Reading Evaluation Rubric

RED 4552 Reading Evaluation Rubric

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Assessment FL-FAU-FEAP.1.2 FL-FAU-FEAP.9.1	Candidate observation and evaluation of the reading progress of a corrective reader in grades 2-8 results in articulate reflective decision making with respect to administering a test, interpreting the results, and developing appropriate recommendations based on test results.	Candidate observation and evaluation of the reading progress of a corrective reader in grades 2-8 results in reflective decision making with respect to administering a test, interpreting the results, and developing appropriate recommendations based on test results.	Candidate observation and evaluation of the reading progress of a corrective reader in grades 2-8 does not result in reflective decision making with respect to administering a test, interpreting the results, and developing appropriate recommendations based on test results.	Student failed to submit, or failed to submit on time

RED 4552 Remedial Reading Skills Collaborative Project Rubric

RED 4552 Remedial Reading Skills Collaborative Project Rubric

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No attempt
Role of the Teacher FL-FAU-FEAP.11.1	Candidate worked collaboratively to research, create and develop exemplary examples of strategies and materials that demonstrate how a reading problem area can be remediated through direct instruction and practice.	Candidate worked collaboratively to research, create and develop examples of strategies and materials that demonstrate how a reading problem area can be remediated through direct instruction and practice.	Candidate did not work collaboratively to research, create and develop examples of strategies and materials that demonstrate how a reading problem area can be remediated through direct instruction and practice.	Student did not submit, or did not submit on time.

REQUIREMENT FRAMEWORK

The candidate will:

- Peruse and analyze a variety of diagnostic instruments that measure a child's reading interests, habits, attitudes, understandings, behaviors, and self-efficacy; the student's interests and experiences outside of school, and his/her educational history.
- Select a variety of instruments, including an informal reading inventory, to gather data from a child. Clearly state the rationale behind the selection of each of the instruments.
- During Session 1, establish rapport with the student; administer inventory instruments & Graded Word Lists.
- Write a profile of the student including the background of the child and the child as a reader using the data collected.
- During Session 2, conduct the Basic Reading Inventory with the child.
- Analyze the data from the BRI.
- Prescribe recommendations for remediation for the child based on the ascertained strengths and needs of the child.
- Develop three written lesson plans and all appropriate materials using a mini-lesson format.
- During Session 3, 4, and 5, implement the lessons with the tutee.
- Compile a six part, written compendium, documenting the testing, remedial instruction implemented, and all other work associated with the completion of the case study. The compendium must include at least the following components:

PART ONE: INTRODUCTION TO THE STUDENT NARRATIVE

Part One will consist of a typewritten summary in two sections. The first section will address the student's interests and experiences outside of school, health, and family information. The second section will discuss the student as a reader, including reading interests, habits, attitudes, understandings, and his/her educational history. Data for this section will be collected from interest inventories, surveys, and focused conversations with the student. This section includes:

- The written summary;
- The completed interest inventory/reading interview/survey forms and notes (raw data)
- Audiotape of Session 1, clearly labeled with candidate's name

PART TWO: TESTING RESULTS & ANALYSIS (DIAGNOSTIC SECTION)

Part Two will consist of a description of the student's performance on several informal measures (primarily the BRI), and a thorough analysis of that performance. The scores must be explained in terms of the strengths and needs as a reader. This section includes:

- A description of the BRI and any other tests used;
- A synthesis of the student's performance on each sub-test of the BRI;

- An analysis of the results; ANALYTICAL POINTS discussed in text reading and modeled in class;
- A table depicting the student's reading strengths and needs;
- The completed BRI forms (raw data) and Summary Analysis sheets (compiled data)
- Audiotape of Last half of Session 1 and all of Session 2, clearly labeled with candidate's name

PART THREE: RECOMMENDATIONS

Part Three will provide information that a future tutor/teacher/parent could use when working with the tutee. This section focuses on the strengths and needs of the student and includes:

- A description of the student's response and reactions to assessments and instruction provided;
- Recommendations for appropriate materials and strategies with rational support based on data;
- Information/samples/instructions accompanying the identified strategies;
- Compiled, annotated list of at least ten books/other reading materials that provide appropriate skill development and independent reading for the student.

PART FOUR: APPENDICES AND REFLECTION

Part Four contains miscellaneous, pertinent information about the child such as photos, student work samples, and notes from conversations with the student and student's teacher/parent/guardian, etc. At minimum, it should include:

- Audiotapes of all sessions with the student including: rapport building session, administration of the BRI, and facilitation of lessons.
- A Personal Reflection that discusses what the candidate learned during the process, what he/she would like to have done differently, and how he/she will apply what they learned in the future as a teacher.

PART FIVE: TUTORING MATERIALS

Part Five will consist of all lesson plans and materials used during two tutoring sessions and must include:

- Two Lesson plans based on min-lesson format
- Materials to support lesson
- Artifacts of the student work
- Completed rubric
- Personal Reflection on the outcome of the lesson: What went well, adjustments made during the course of the lessons, what would be done differently next time, and how the student responded to the lessons.

PART SIX: PRESENTATION

Part Six contains materials necessary for a presentation of the case study to peers.

Minimum components include:

- Note-taking guide/handout of *Diagnostic Reading Report*
- Materials to support presentation

(4) DIAGNOSTIC READING REPORT LESSON PLANS

THIS IS A CRITICAL ASSIGNMENT. (C-F: As an informed, reflective decision-maker, the candidate is capable of developing and facilitating lesson plans designed to provide remediation for the corrective reader who was featured in the *Diagnostic Reading Report*.)

REQUIREMENT FRAMEWORK

The candidate will create three lesson plans based on the mini-lesson format that accurately describes a remediation plan for the corrective reader. A lesson plan template will be provided to the candidate via blackboard. The lesson plans will appear in Section 5 of the *Diagnostic Reading Report*.

(5) DIAGNOSTIC READING REPORT PRESENTATION

THIS IS A CRITICAL ASSIGNMENT. (C-F: The candidate is capable of presenting his/her diagnostic reading report results to peers. The candidate uses reflection in making connections from the research to his/her subject. The candidate demonstrates ethical behavior during class presentation and relating to peers.

REQUIREMENT FRAMEWORK

The candidate will provide peers with feedback on his/her *Diagnostic Reading Report* by presenting his/her peers and instructor with a handout focusing on the efficacy of specific strategies for the corrective reader. The strategies are to pertain to the particular reading needs determined by the results of the *Diagnostic Reading Report*, noting also the appropriateness and value for ESOL students.

(6) MIDTERM EXAM

REQUIREMENT FRAMEWORK

The midterm exam will be an open book/note, timed test and will consist of questions pertaining to a case study. Responses will be based on information gleaned from assigned reading from the *Basic Reading Inventory* and *Improved Reading – Strategies and Resources* texts as well as class discussions and handouts provided by the instructor or accessed on blackboard. Steps to prepare for the midterm exam include:

- Instructor introducing/modeling a variety of note-taking techniques for independent reading;

- Candidate practicing using note-taking skills during independent reading assignments and class discussions;
- Candidates reviewing handouts provided by the instructor in class and on blackboard under documents.
- Candidates are encouraged to use sticky note taking techniques, as well as highlighting, notes in margins, and page tabs to expedite the use of materials during the test.

(7) FINAL EXAM: What Really Matters for Struggling Readers, Richard Allington

REQUIREMENT FRAMEWORK

The candidate will present information covered in an assigned section of reading from *What Really Matters for Struggling Readers*, Allington (2001) to their peers. The presentation will reflect the main concepts and supporting details of the reading and the candidate will provide a note-taking guide and/or handouts to his/her peers for their files.

ASSIGNMENTS: VALUE, WEIGHT, AND DUE DATES

<i>Assignment</i>	<i>Value</i>	<i>Weight</i>	<i>Due Date</i>
(1) Personal Reflection Essay <i>Learning Denied</i> , Denny Taylor	40	5%	Due:
(2) Miscue Analysis	40	5%	Due:
(3) Critical Assignments Diagnostics Kit Diagnostic Reading Report Part 1: Introduction to Student Part 2: Testing Results & Analysis Part 3: Recommendations Part 4: Appendices/Reflection Part 5: Lesson Plan 1 and Materials Lesson Plan 2 and Materials Part 6: Presentation Reflection	(495) 100 40 80 80 20 40 40 40 15	54%	Final Case Study Due: Due: See syllabus guidelines for preliminary due dates
(4) Midterm Exam	100	10%	TBD
(5) Final Exam <i>What Really Matters</i> Allington	100	10%	TBD
(6) Professional & Ethical Conduct Attendance/Participation (15) Sessions X 10 points each)	150	16%	Each student begins with 150 points; points are decreased per absence, late arrival/early departure/ unprepared for class
TOTAL	925	100%	

FAU GRADING SCALE:

Letter Grade	Percentage	Quality Points	Letter Grade	Percentage	Quality Points
A	93-100	4.00	C	73-76	2.00
A-	90-92	3.67	C-	70-72	1.67
B+	87-89	3.33	D+	67-69	1.33
B	83-86	3.00	D	63-66	1.00
B-	80-82	2.67	D-	60-62	0.67
C+	77-79	2.33	F	Below 60	0.00

ASSESSMENT PROCEDURES:

Grades are not "given," they are earned.

Grades of "I" (Incomplete) will not be given, except in rare cases with extreme extenuating circumstances.

DISABILITY POLICY STATEMENT:

In compliance with The Americans with Disabilities Act (A.D.A.): Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), in Jupiter – SR 117 (561-799-8585), or at the Treasure Coast-CO128 (772-873-3305) and follow all OSD procedures.

FAU/COE COURSE POLICIES AND PROCEDURES**ATTENDANCE POLICIES:****1. Attendance is expected in all classes:**

According to FAU policy, "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor." Reasonable accommodation will be made for students participating in a religious observance, or participating in University-approved activities (e.g., athletic and scholarship teams, musical and theatrical performances, debate activities). Under no circumstances may students miss class to complete an ETP or other field experience assignment.

Students are expected to demonstrate ethical behavior during class presentations by being in attendance. An absence or a late arrival/early departure of more than 10 minutes on one of these scheduled days will result in the lowering of the student's presentation grade by one full letter grade.

You are responsible for signing the attendance sheet in class if requested to do so. No signatures after class will be permitted. Never sign the attendance sheet for anyone else. FAU excused absences will be granted only for (1) An approved medical excuse (2) An approved religious holiday (3) A death in the student's immediate family (parent or

sibling). Original documentation supporting these absences is required; no copies will be accepted. An administrative drop will be used for anyone not following these guidelines.

2. Attendance on First Day of Class:

Attendance is expected on the first day of class. Missing the first day of class will place the student at a clear disadvantage for understanding course obligations and requirements.

3. Arriving on Time/Early Departures:

Students are expected to demonstrate professional behavior by arriving to class prepared and on time. In addition, students are expected to stay for the full duration of the class.

4. Final Grade and Attendance:

A student's final grade will be lowered for each class missed by the student. The penalty is to be determined by the instructor.

5. Missing more than 20% of class hours:

If a student misses more than 20% of the course hours s/he will automatically earn a grade of F. (Twenty percent is equal to three classes during the Fall and Spring semesters, 2 classes during a regular summer session, and zero classes during a fast track course.) This applies to medical excuses as well as other excuses. Students are expected to attend all classes.

6. Dropping the course:

If you must drop this course, please complete all necessary forms. Otherwise, the instructor/professor is required to enter a grade of F for the course.

ASSESSMENT POLICIES:

MAKE-UPS FOR QUIZZES AND EXAMS / INCOMPLETE GRADES

1. Make-ups on Quizzes and Exams: There are no make-ups for quizzes.

There are no make-ups for exams except in extreme exceptional circumstances. If you have an extreme exceptional circumstance and are going to miss an exam contact the instructor/professor ahead of time to make arrangements. The exam may be different from the one administered during the regular class session.

2. Incomplete Grades: According to University policy, grades of incomplete

(I) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. It is extremely unlikely that an incomplete will be given in a course.

Incompletes will not be given to students who miss 20% or more of the class hours.

LATE ASSIGNMENTS / REDOING ASSIGNMENTS /EXTRA CREDIT:

1. Late Assignments:

Assignments are due at the beginning of class on the date due.

Plan ahead. Assignments should be proofread, organized, collated and stapled or bound prior to entering the classroom. An assignment not received at the beginning of class on the due date is considered late. If you are going to miss class make arrangements to turn the assignment in ahead of time, have someone hand carry it to the instructor or secretary in the COE office on the due date; use FED-EX or Express Mail. Note: In addition to handing a hard copy of the assignment into the instructor, you will be required to upload it onto LiveText when the instructor instructs you to do so. You may be required to submit the assignment using "SafeAssign" on blackboard. Doing an assignment for another class, for example ETP, is not an acceptable excuse for turning an assignment in late. Plan ahead. If you miss class on the day an assignment is due, and/or do not turn the assignment in at the beginning of class, the assignment will not be accepted and you will earn a grade of "F" on the assignment. (This includes critical assignments.)

2. Using ETP/Other Field Experience Courses As Excuses:

You may not use the excuse of have assignments due in EPT or other field experience classes as an excuse for not submitting assignments on time. Plan ahead. Get teacher and parental permissions ahead of time. Do not wait until the week before an assignment is due to make plans and arrangements.

3. Redoing Assignments:

Redoing an assignment is only for the purpose of moving from a "does not meet expectations" to "meets expectations" on a critical assignment. Exceeding expectations means that the student has completed the assignment in an outstanding manner first time the assignment is submitted and does not have to redo any part of the assignment. A student has one opportunity to redo a critical assignment. The grade, however, will not be changed. If a student cannot complete an assignment to "meet expectations" after two attempts, s/he has not sufficiently master the course content. Read and follow instructions carefully. Complete your assignments correctly the first time. Be accurate, thoughtful and thorough in your preparation.

4. Extra Credit Work:

No extra credit work is permitted. Follow instructions carefully. Complete your assignments correctly the first time. Be accurate, thoughtful and thorough in your preparation.

5. Study Time:

It is the student's responsibility to read and study all texts, class notes, Internet resources, journal articles, handouts, and so on. It is the student's responsibility to complete all assignments on time and in a meticulous and professional manner. **A student should spend 3 hours studying for each hour s/he is in class.** For example, for each 3 hours of class, a student should spend 9 hours studying.

SPECIAL COURSE REQUIREMENTS:

1. LiveText Is a Special Requirement for this Course:

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical

assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

2. Critical Assignments:

If a student does not earn a “meets” or “exceeds” expectations on every critical assignment in the course, the highest grade s/he can earn in the course is a C-.

CLASSROOM ETIQUETTE POLICY:

1. Cell Phones, iPhones, Other Electronic Devices:

FAU’s policy states that, "In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular telephones and other electronic devices are to be disabled in class sessions."

Ringling phones and pagers interfere with the class. Silence all electronic communication devices prior to entering class. All cell phones, iPhones, Blackberries, computers, and other electronic devices are to be completely turned off prior to entering class. Devices should be out of sight, be placed in pocket books, book bags, pockets, etc. They should not be handled, seen or heard at any time during class or inside the classroom. The first time an infraction occurs is a warning. The second time an infraction occurs the student will be counted as absent. If it occurs a third time, the student will be dropped from the class.

2. Punctuality Policy:

Students are expected to be on time and to remain for the duration of each class session or field experience. Since late arrivals and early departures are disruptive, they will be treated as absences and/or a lowering of the student’s final grade. Plan for driving time, problems on the highway, parking your car and walking to class. It is the instructor's discretion not to admit late students into the classroom until a break occurs. For each two times a student is late for class it will be counted as an absence.

3. Working on Assignments from Other Classes During Class:

Assignments from other classes should not be worked on, handled or seen at any time during class or inside the classroom. They should not be discusses at any time within the classroom or during class time. The first time an infraction occurs, the student will be given a warning. The second time an infraction occurs, the instructor/professor will collect the work and/or book. The instructor will not return any assignment or book that is not a requirement for the class. It is at the instructor’s discretion to hand it to the “instructor of record” for the student’s other class.

4. Bringing Children to Class:

Because of safety and liability issues, minor **children are not permitted in class or in the hallways** during class time. Children must be left at home, with a sitter, with a family member, a caregiver, in a daycare center or other safe facility. You will be asked to leave class if you bring a child or children.

5. Professional Conduct:

Professional conduct is expected at all times in the classroom, with instructors/professors, adjuncts, secretaries, and people with whom the student works during field experiences. Students who disrupt class or act with unprofessional behavior should expect the following:

- The disruptive/disrespectful student will be asked to leave the classroom immediately.
- The disruptive/disrespectful student will have his/her final grade lowered; and may receive an F in the course.
- The disruptive/disrespectful student will be removed from field experiences.
- The student may be reported to the Department Chair and the Director of Student Teaching and/or Associate Dean of Academic and Student Services.

6. Professional Dress:

Good judgment in dress and appearance is expected of students. Public school personnel, university personnel, State dignitaries, international educators, and so on, notice your appearance when they visit the College of Education. Caps and hats (unless religious attire) should not be worn in the college classroom or cooperating schools. Chest, midriff, navel areas and buttock should be covered. "Boob" shirts and tops, jeans, sneakers, and flip-flops are not considered professional dress when delivering a presentation. Short shorts, t-shirts, and short skirts and dresses, as well as midriff tops and halter tops are not professional dress. Shoes or sneakers must be worn in the classroom at all time. There is a difference between home casual wear, beach wear, and proper professional dress.

HONORS CODE:

1. FAU Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

2. Academic Irregularities Including Plagiarism:

"FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The following constitute academic irregularities.

- a. The use of notes, books, or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor - acts defined as cheating.
 - b. The presentation of words or ideas from an existing source [including the Internet] as one's own - acts defined as plagiarism.
 - c. Other activities that interfere with the educational mission within the classroom."
- The instructor's penalty for academic irregularities ranges from a grade of "F" on any work involved up to an "F" in the course. The university may impose a penalty of "academic discipline." Instructors may use electronic media and websites to detect plagiarism.

3. All work should be the student's original work.

WRITING ASSISTANCE:

1. Correct Mechanics:

Correct spelling, grammar, mechanics, and sentence structure are expected. Please proof read all work prior to submitting it for a grade. Poor mechanics are indicated on most scoring/grading rubrics. In addition to the points on the grading scale, your grade can be lowered by one letter because of careless use of mechanics, etc. This will result in a lowered grade on the assignment.

2. Writing Assistance:

If you have difficulty writing, and would like to improve your writing skills, the University has a Writing Center to assist you. The center personnel will NOT do your assignments for you, but they will help you with the improvement of your writing (see FCAT Writing Standards). Go to <http://www.fau.edu/UCEW> to find out more about this Center. For more information you may call the following numbers: Boca 561-297-3498; Davie 954-236-1111; or Jupiter 561-799-8561.

PROBLEMS WITH CLASS:

1. Student's Responsibility:

If there are any problems regarding class work, it is the student's responsibility to first meet with the instructor and/or solve the problem(s). The student has a maximum of 1 week after the date an assignment is returned to meet with the instructor regarding a grade.

2. Grade Changes:

Only the instructor/professor can change a student's grade. The Department Chair cannot change a student's grade.

TOPICAL CONTENT OUTLINE (TENTATIVE SCHEDULE)

Session	
#1	<p>COURSE CONTENT: Introductions: Survey: Prerequisite courses, Programming and Field Experience requirements Course overview, scheduling, expectations and using blackboard Program sheet Review Conceptual Framework Course Syllabus, Objectives and Assignments Overview of Text Books/Required Reading Note Taking technique for the class (Power Notes) Book Club Sign Up: <i>Miscue Analysis</i></p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> •Reading Assignment #1: Basic Reading Inventory (BRI): Preface; Part 1 - Section 1: BRI Overview •Reading Assignment #2: Improving Reading: Strategies & Resources (S&R): Preface Chapter 1: Motivation, Engagement, and Attitudes • Read Syllabus • Review accessing Blackboard (Bb) and get additional information. Go to: http://blackboard.fau.edu Select ITSS; look for blackboard heading; access Student Support. Read FAQ and other information provided; complete tutorial • Preview and familiarize self with CD's from texts • Familiarize self with APA guidelines for submission of course work/papers http://www.thewritesource.com/APA/APA10.HTM • Obtain school district clearance. Bring documentation to next class. • Student Letter • Materials for BRI Kit: Hang Folders with tabs (split a box), Dolch Words, pens, pencils, markers, construction paper, etc., tape recorder and 2 tapes. • 2" three-ring binder for Case Study • Three hole document cover for teacher copy of Case Study • Prepare for Phonics Test on Session #2 <p>ASSIGNMENT: DUE SESSION # 3</p> <ul style="list-style-type: none"> •Read: <i>Learning Denied</i>, Denny Taylor
#2	<p>DUE: Submit copy of school district placement approval. Reading Assignment #1 (BRI) and #2 (S&R) Reading of Syllabus Reading of Learning Denied Program Sheet depicting completion or all pre-requisites Materials for BRI Kit Binder for Case Study and six tabs</p>
	<p>COURSE CONTENT:</p>

	<p>Overview of Assessments What do teachers need to know about their students in order to help them grow as literacy learners? What information do they provide? What are the strengths and limitations of both formal and informal measures? Categorizing them by type and purpose.</p> <p>Overview of BRI •Overview of the field of reading diagnosis and remediation Definitions, History of Informal Reading Inventories, Current trends in assessment: state & national (PP Presentation) •Examining different Informal Reading Inventories (Power Point on Informal Reading Inventories) Categorizing them by type, purpose, components</p> <p>Relate back to Emergent Reader Assessments •Overview of 6 Parts of Diagnostic Reading Report and Perusal of Samples Part 1: Introduction to the Student Part 2: Assessments, Scoring, Results and Analysis Part 3: Recommendations Part 4: Appendices (student work samples, notations, book selections, student photo) Part 5: Lesson Plans for tutoring Part 6: Presentation of Diagnostic Reading Report</p> <p>Ideology of reading difficulties What factors might account for differences between strugglers & succeeders? How can instruction prevent or at least mitigate against failure? The need for early identification of difficulties & intensive intervention The role of scaffolding instruction in working with struggling readers</p> <p>•Book Club: Assignment of Miscue Analysis Outline</p>
	<p>ASSIGNMENTS: Write: A Personal Reflection based on your reading of Learning Denied. Prepare for class discussion on reading Book Club: Read/Outline assigned Miscue Analysis Pages</p>
<p>#3</p>	<p>DUE: Personal Reflection Essay: <i>Learning Denied</i> (Allington):</p>
	<p>COURSE CONTENT •DISCUSSION: Learning Denied •BRI PART 1: Establishing Entrée in the classroom: “Meeting your student” Why interest inventories and reading interviews? Developing rapport w/student using Rapport/Background knowledge building/reader attitude/self-efficacy inventories Comparing and contrasting reading interviews, interest inventories, & attitude surveys Cooperative Learning Activity: ascertain knowledge needed about student; compare/contrast inventories; determining information that can be gleaned from inventories; making informed decision regarding selection of inventories for administration</p> <p>•Preparing Facilitation Materials for BRI Section 1 and Perusal of Samples</p>
	<p>ASSIGNMENTS:</p>

	<ul style="list-style-type: none"> • Develop notes/Select Inventories for Introduction to the Student Profile for Part 1 of BRI • Prepare Facilitation Materials for Kit Bring • Reading Assignment #3: Basic Reading Inventory: <ul style="list-style-type: none"> Part 1 - Section 2: Administration and Scoring Part 1 - Section 3: Determining Student’s 3 Reading Levels • Reading Assignment #4: Improving Reading - Strategies & Resources: <ul style="list-style-type: none"> Chapter 2: Oral Language, Phonemic Awareness, & Beginning Reading Chapter 3: Phonics, Decoding and Word Identification •Book Club: Continue Development of Miscue Analysis Outline
#4	<p>DUE: Interviews/Inventories completed/organized for Intro to the Student Profile All materials for BRI Kit including testing materials Reading Assignment #3 (BRI) and #4 (S&R)</p>
	<p>COURSE CONTENT TOPIC: BRI Part 2 Quantitative/Qualitative (Observable Behavior) Documentation Running Records with Video Practice Words In Isolation SIMULATION: Data collection and scoring of Words In Isolation</p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Reading Assignment #5: BRI <ul style="list-style-type: none"> Part 1 - Section 4: Instructional Uses of Inventory Results •Book Club: Finalize Miscue Analysis Outline
#5	<p>DUE: Reading Assignment #5 (BRI) Book Club: Miscue Analysis Outlines</p>
	<p>COURSE CONTENT TOPIC: BRI Part 2 Graded Words in Content SIMUALTION: Data Collection OF BRI Section 2 and scoring How learning an BRI helps one better interpret Reading Running Records Carousel Brainstorming: Miscue Analysis Miscues: Definition, types Scoring: Making judgments significant/insignificant</p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Reading Assignment #6: Basic Reading Inventory: <ul style="list-style-type: none"> Part 1: Section 6: Helping Students Monitor Their Reading • Reading Assignment #7: Improving Reading - Strategies & Resources: <ul style="list-style-type: none"> Chapter 4: Fluency and Effective Oral Reading Chapter 5: Vocabulary Development and Extension
#6	<p>DUE: Reading Assignment #6 and #7</p>

	<p>COURSE CONTENT Miscue Analysis (PPT)</p> <p>Manipulating data and analyzing patterns using cueing systems Scoring; Summarizing Raw Data with Summary Analysis Sheets Analyzing: determining patterns using cueing systems (strengths/needs) Cooperative Learning: Analyze results of simulated administration of BRI Part 2 Determining the Three Reading Levels</p>
	<p>ASSIGNMENT:</p> <ul style="list-style-type: none"> • Administer Part 1: Rapport/Student Profile • Administer Part 2a: Graded Word Lists (Words in Isolation) • Score data for part 2a: Graded Word Lists (Words in Isolation) • Reading Assignment #8: (S&R) <ul style="list-style-type: none"> Chapter 6: Comprehension Skills Chapter 7: Comprehension Strategies Chapter 8: Families as Partners
#7	<p>DUE: Completed first session with student Administration of Part 2 Rapport Building/Student Profile/Data Collection Administration of Part 2 Graded Word Lists (Words in Isolation) Score Data for Part 2 Graded Word List: Bring all data to class</p> <p>DUE: Reading Assignment #8</p>
	<p>COURSE CONTENT Review Scoring Writing report with positive tone and focusing on student’s strengths</p> <p>Jigsaw Reading Assignment Sign Up: <i>What Really Matters for Struggling Readers</i></p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Write Draft of BRI Part 1 • Write draft of BRI Part 2a: Graded Word Lists (Words in Isolation) • Administer Part 2b: Graded Passages (Words in Context) (Oral Reading) • Score Part 2b: Bring all data to class • Complete Summary Analysis Sheets • Determine 3 reading levels
#8	<p>DUE:</p>

	<p>Administered Part 2b: Graded Passages (Words in Context) Score Data for Part 2b: Graded Passages - Bring all data to class Complete Summary Analysis Sheets Determine 3 reading levels Written Draft Part 1 Student Profile; bring to class Written Draft of Part 2a Words in Isolation; bring to class</p>
	<p>COURSE CONTENT BRI Part 3: Recommendations; Strengths & Needs Analyzing data to determine strengths and needs Matching strengths and needs with strategies Consideration for struggling readers, ESOL and ESE Mini-lesson format Strategies The “FAB Five” an overview Florida’s Formula for Reading Improvement: 5 + 3 + ii + iii = NCLB 5 instructional components: phonemic awareness (individual sounds), phonics (relationships between letters/sounds), fluency (ability to read text quickly, accurately and with proper expression), vocabulary, comprehension Vocabulary Acquisition with Activities Setting a Purpose for Reading Organizing for Learning Sign up for individual conferences</p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Finalize Written BRI Part 1 (Student Profile) • Finalize Written BRI Part 2a (Words in Isolation) • Score and write draft of Part 2b (Graded Passages: Oral Reading)
#9	<p>DUE: Final Written BRI Part 1 (Student Profile) Final Written BRI Part 2a (Words in Isolation) Written draft of Part 2b Written draft of Listening (if applicable) Bring all raw data, analyzed data, notes</p>
	<p>COURSE CONTENT BRI Part 3: Making Recommendations Writing recommendations with positive tone Tutoring Lessons and Planning COOPERATIVE LEARNING GROUPS: Matching strategies to strengths and needs</p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Finalize written BRI Part 2b • Develop Notes/Questions/Draft for BRI Part 3 (Recommendations) • Develop Notes/Ideas for Tutoring Lessons
#10	<p>DUE: Final Written BRI Part 2b (complete section)</p>

	Preparation for Conference: All data, scoring, analysis notations; Notes/Questions/Draft for BRI Part 3: Notes/Ideas for Tutoring Lessons
	COURSE CONTENT One-on-one Conferences
	ASSIGNMENTS: <ul style="list-style-type: none"> • Finalize BRI Part 3 • Develop Tutoring Lesson plans using mini-lesson format based on tutee's strengths
#11	DUE: Lesson 1 Plan Finalize BRI Part 3 Recommendations
	COURSE CONTENT One-on-one conferences
	• ASSIGNMENTS: <i>What Really Matters for Struggling Readers</i> by Richard Allington Oral presentation (5 - 10 minutes) to class with outline handouts and PPT <ul style="list-style-type: none"> • Corrections to BRI Part 1 and 2 (if needed) • Facilitate Tutoring Lesson 1 • Revise Tutoring Lesson 2 plans adjusting as needed based on Lesson 1
#12	DUE: Lesson 1: Artifacts with written reflection of lesson results Lesson 2: Revised (if needed based on Lesson 1 results) Corrections to BRI Part 1 & 2 (if needed)
	COURSE CONTENT Translating what was learned in the course about assessment and remediation of individual literacy learners to small groups and whole class instruction. Discussion: Accommodating students with a wide range of reading levels; differentiated Instruction (PP) Looking at the DAR, FARE and FORF Page Assignments: <i>What Really Matters for Struggling Readers</i> (Allington)
	ASSIGMENTS: <ul style="list-style-type: none"> • Facilitate Tutoring Lesson 2 • Finalize BRI Parts 4, 5, and 6 <ul style="list-style-type: none"> • Organize Diagnostic Reading Report Part 4 and Part 5 • Write Part 4 Personal Reflection • Prepare Diagnostic Reading Report Part 6: Presentation • Finalize Diagnostic Reading Report for submittal • Prepare for Diagnostic Reading Report (Case Study) Presentation • Assignment: <i>What Really Matters for Struggling Readers</i> by Richard Allington Oral presentation (5 - 10 minutes) to class with outline handouts and PPT
#13	DUE: Lesson 2: Artifacts with written reflection of lesson results BRI Case Study: all parts with corrections (if needed) BRI Presentation with Peers

	COURSE CONTENT REFLECTION ON PRACTICUM: Diagnostic Reading Report Presentations
	ASSIGNMENT: <i>What Really Matters for Struggling Readers</i> by Richard Allington Oral presentation (5 - 10 minutes) to class with outline handouts and PPT
#14	DUE: BRI Presentations with Peers
	COURSE CONTENT REFLECTION ON PRACTICUM: Diagnostic Reading Report Presentations BRI Case Studies Returned
	ASSIGNMENT: <i>What Really Matters for Struggling Readers</i> by Richard Allington Oral presentation (5 - 10 minutes) to class with outline handouts and PPT POST BRI TO LIVETEXT
#15	DUE: <i>What Really Matters for Struggling Readers</i> by Richard Allington Oral presentation (5 - 10 minutes) with outline handouts and PPT
	COURSE CONTENT What Really Matters Presentations/Discussions
	ASSIGNMENT: POST BRI TO LIVETEXT
#16	DUE: <i>What Really Matters for Struggling Readers</i> by Richard Allington Oral presentation (5 - 10 minutes) with outline handouts and PPT
	COURSE CONTENT Presentations



COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by completing a student reading interest inventory and survey and a mini-bibliography of the student. As a reflective decision-maker the student will demonstrate knowledge of a student’s literacy performance by completing a diagnostic reading report evaluation featuring several informal assessment measures including an informal reading inventory and presenting their results orally and in writing

BIBLIOGRAPHY:**A. BOOKS**

- Allen, J. (1999). *Words, words words: Teaching vocabulary in grades 4-12*. York, Maine: Stenhouse.
- Bains, L. & Kunkel, A.J. (Eds.) (2000). *Going Bohemian: Activities that engage adolescents in the art of writing well*. Newark, DE: International Reading Association.
- Beck, I.L., McKeown, M.G., Hamilton, R.L., Kucan, L. (1997). *Questioning the author*. Newark, DE: International Reading Association.
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- Buss, K, & Karnowski, L. (2000). *Reading and writing literary genres*. Newark, DE: International Reading Association.
- Christenson, T.A. (2002). *Supporting struggling writers in the elementary classroom*. Newark, DE: International Reading Association.
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- Courtney, G. & Jossart, S. (2002). *Nonfiction literacy*. Dubuque, Iowa, Kendall/Hunt.
- Cullinan, B.E. & Person, D.G. (Eds.) (2001). *The continuum encyclopedia of children's literature*. Newark, DE: International Reading Association.
- Elliott, J.B., & Dupuis, M.M. (Eds.) (2002). *Young adult literature in the classroom: Reading it, teaching it, loving it*. Newark, DE: International Reading Association.
- Evans, C.W., Leija, A.J., & Falkner, T.R. (2001). *Math links: Teaching the NCTM 2000 standards through children's literature*. Newark, DE: International Reading Association.
- Evans, K.S. (2001). *Literature discussion groups in the intermediate grades: Dilemmas and possibilities*. Newark, DE: International Reading Association.
- Johns, J.L. & Berglund, R.L. (2002). *Strategies for content area learning*. Dubuque, Iowa: Kendall/Hunt.
- McLaughlin, M., & Allen, M.B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.
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- Moore, D.W., Alvermann, D.E., & Hinchman, K.A. (Eds.) (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.
- Moore, D.W., Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (2003). *Developing readers and writers in the content areas K-12 (4th ed.)*. Boston: Allyn & Bacon.
- Morretta, T.M., & Ambrosini, M. (2000). *Practical approaches for teaching reading and writing in middle schools*. Newark, DE: International Reading Association.
- Opitz, M.F. (Ed.) (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, DE: International Reading Association.

- Post, A.D., Scott, M., & Theberge, M. (2000). *Celebrating children's choices: 25 years of children's favorite books*. Newark, DE: International Reading Association.
- Raphel, T.E., Kehus, M., & Demphousse, K. (2001). *Book club for middle school*. Newark, DE: International Reading Association.
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- Sadler, C.R. (2001). *Comprehension strategies for middle grade learners: A handbook for content area teachers*. Newark, DE: International Reading Association.
- Scala, M.C. (2001). *Working together: Reading and writing in inclusive classrooms*. Newark, DE: International Reading Association.
- Spangenberg-Urbaschat, K., & Pritchard, R. (Eds.) (1994). *Kids come in all languages: Reading instruction for ESL students*. Newark, DE: International Reading Association.
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- Tiedt, I.M. (2000). *Teaching with picture books in the middle school*. Newark, DE: International Reading Association.
- Tiedt, I.M. (2002). *Tiger lilies, toadstools, and thunderbolts: Engaging K-8 students with poetry*. Newark, DE: International Reading Association..
- Wood, K.D., & Harmon, J.M. (2001). *Strategies for integrating reading and writing in middle and high school classrooms*. Newark, DE: International Reading Association.

B. JOURNALS

Journal of Adolescent and Adult Literacy
 Journal of Reading Education
 Reading Horizons
 Reading Teacher
 Reading Research Quarterly
 Reading-Writing Quarterly

C. WEBSITES: (Note: If the address is not given or the address has changed, search the title of the site.)

Search Engines:

<http://google.com/>

<http://vivisimo.com/>
<http://www.teoma.com/>
<http://www.wisenut.com/>
<http://ixquick.com/>
<http://www.altavista.com/>
<http://www.excite.com/>
<http://hotbot.lycos.com/?query=>
<http://www.kartoo.com>

Book Access Resources:

Read books online free or download/purchase hardcopy at special fees. www.nap.edu

Children's Literature Site <http://www.childrenlit.com>

KidsClikc! Children's Author Web Site

<http://sunsite.berkeley.edu/KidsClikc!/toplite.html>

Children's Literature Web Guide <http://www.ucalgary.ca/~dkbrown/indix.html>

Vandergrift's Children's Literature Page

<http://www.scils.rutgers.edu/special/kay/childlit.html>

Children's Book Council <http://www.CBCBooks.org>

Bookwire Navigator <http://www.bookwire.com/navigator.html>

The Bulletin of the Center for Children's Books <http://edfu.lis.uiuc.edu/puboff/bccb>

Children's Literature Authors and Illustrators

<http://www.ucet.ufl.edu/~jbrown/chauth.html>

Children's Literature: 150 Top Choices

<http://www.parentsplace.com/readrooj/childnew/top150.html>

Kids Web Literature <http://www.npac.syr.edu/textbook/kidsweb/literature.html>

American Library Association <http://www.ala.org> and

<http://www.ala.org/alsc/index.html>

Hillman's Discovering Children's Literature Web Site

<http://academics.smcvt.edu/jhillman/dci>

Quotations <http://www.quotationspage.com/>

The Encyclopedia Mythica <http://www.pattheon.org/mythica/>

Hnet, Humanities Resources <http://www2.h-net.mus.edu/>

The Purdue Writing Lab Online <http://owl.english.purdue.edu/>

Inkspot, Resources for Writers <http://www.inkspot.com/>

Biography.com <http://biography.com/class/classroom.html>

The Arts:

Art and Architecture History <http://rubens.anu.edu.au/>

Smithsonian American Art Museum <http://www.nmaa.si.edu/>

The Experience Music Project <http://www.emplive.com/>

Foreign Language:

Foreign Language Resource Center <http://www.educ.iastate.edu/nflrc/>

Say Hello in 640 Different Languages <http://www.elite.net/~runner/jennifers/>

Foreign Language Teaching Technologies <http://www.virginia.edu/~asmedia/flitig.html>

Health:

The American Chapter of the Red Cross <http://www.redcross.org/>
 BrainPOP, Animated Learning Movies <http://brainpop.com/health/seeall.weml>

Mathematics:

Coolmath.com, Inc. <http://www.coolmath.com/>
 Online Math Lessons <http://score.kings.k12.ca.us/lessons.html>
 Math Activities <http://daniel.calpoly.edu/~dfrc/Robin/>
 Problem Solving across the Curriculum <http://daniel.calpoly.edu/~dfrc/Robin/>
 Webmath <http://school.discovery.com/homeworkhelp/webmath/>
 Aunty Math, Math Challenges for K-8 <http://www.dcmrats.org/auntymath.html>
 Math History <http://www-groups.dcs.st-and.ac.uk/~history/>

Science:

BrainPOP, Animated Learning Movies <http://www.brainpop.com/science/seeall.weml>
 Columbia Index of Science Lessons <http://www.col-ed.org/cur/sci/>
 NASA Science in the Classroom <http://quest.arc.nasa.gov/index.html>
 The Bug Club <http://www.ex.ac.uk/bugclub/>

Social Studies:

An American Timeline <http://www.americasstory.com/cgi-bin/page.cgi/jb/>
 K-12 African Studies Resources http://sas.upenn.edu/African_Studies/K-12/AFR_GIDE.html
 Native American Resources <http://www.hanksville.org/Naresources/>
 Maps of the World <http://pubweb.parc.xerox.com/map/>
 The Oregon Trail <http://www.pbs.org/opb/oregontrail/>
 The History of Media <http://www.mediahistory.com/>
 The Crusades <http://www.templarhistory.com/overview.html>

Also check out:

www.nap.edu to read books online free. Special fees to download or purchase a hardcopy.

Recommended Resource Books to Help in Planning Tutoring Sessions:

- Calkins, L. (2002). *A field guide to the classroom library*. Portsmouth, NH: Heinemann.
- Crawley, S. J., & Merritt, K. (2011). *Remediating reading difficulties*. (6th Ed.) Boston: McGraw-Hill.
- Jobe, R., Dayton-Sakari, M. (1999). *Reluctant readers: Connecting students and books for successful reading experiences*. Ontario: Pembroke Publishers, Ltd.
- Rasinski, T., Padak, N. (2000). *Effective reading strategies: Teaching children who find reading difficult*. Englewood Cliffs, NJ: Merrill.
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- Tierney, R., Readence, J., Dishner, E. (2000). *Reading strategies and practices*. Boston: Allyn & Bacon.

"Timeless" Articles Recommended to Help in Planning Tutoring Sessions:

- Beed, P., & Hawkins, E.M. (1991). Moving learners toward independence: The power of scaffolded instruction. *The Reading Teacher*. 44 (9), pp. 648-655.
- Cole, A. (1998). Beginner-oriented texts in literature-based classrooms: The segue for a few struggling readers. *The Reading Teacher*, 51 (6) 488-501).
- Fielding, L., & Roller, C. (1992). Making difficult books accessible and easy books acceptable. *The Reading Teacher*. 45 (9), pp. 678-685.
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PLEASE DETACH ON DOTTED LINE, SIGN AND TURN THIS PAGE IN AT THE BEGINNING OF THE SECOND CLASS.

I have read the contents of the syllabus. I understand that by enrolling in this course I am responsible for meeting all course expectations in a professional manner. I will utilize Blackboard and LiveText as required in the course; and I will read my FAU email at least once per day.

Print your name: _____

Sign your name: _____

Date you signed this paper: _____

DEPARTMENT CHAIR CORRESPONDENCES

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Irene Johnson
Sent: Wednesday, April 04, 2012 2:06 PM
To: Barbara Ridener
Subject: RE: Prerequisite Change to RED 4553 - Please respond asap
Importance: High

Barbara:

The Counselor Education Department has no conflict with Prerequisite Change to RED4553.

Irene H. Johnson

Thank you for attending to this! Of course we support the change. I do notice that on the revised syllabus there is still a line that shows the CO-Requisite (RED 4750) without the EEX alternative. This could be confusing, and clouds the alternative EEX course that is showing under the PRE-Req line.

Thanks for submitting the change!

Michael P. Brady, PhD
Professor & Chair
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777 Glades Road
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(561) 297-3281
mbrady@fau.edu

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: James McLaughlin
Sent: Tuesday, April 03, 2012 10:44 AM
To: Barbara Ridener
Subject: Re: Prerequisite Change to RED 4553 - Please respond asap
Importance: High

Barbara:

Having reviewed your materials, I find no conflict with courses in the CCEI degree programs. It makes sense to have the course be more accessible to students in ESE. Take care.

Jim

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965