

**John H. Lounsbury College of Education**

**EDRD 6661:W1M Course Syllabus**

**D2L Website:** <https://gcsu.view.usg.edu/d2l/home/853413>

**Link to GCSU Internet Page for M.Ed. In Reading, Literacy & Language**<http://www.gcsu.edu/education/readingliteracyandlanguage.htm>

**Program:** Reading, Literacy & Language
**Course Title:** Reading Diagnosis and Intervention
**Semester Hours:** 3

**Course Information**

**Instructor:**
**Office Hours:**
**Office:
Telephone:**
**Email:**

**Class Meetings:**

**Course Prerequisite and Description**

Prerequisite: EDRD 6000, 6001, or permission of the instructor. Focused on increasing diagnostic and remediation skills in administering and interpreting multiple assessment/evaluation instruments and apply results to develop programs for students with severe reading handicaps to improve reading achievement.

**Course Function**

 This course is a core requirement for the M.Ed. In Reading, Literacy, and Language, leading to reading specialist certification. EDRD 6661 is an advanced reading diagnosis and remediation course. A strong emphasis is given to the assessment of reading problems, supervised clinical experience, remediation involving interventions informed by assessment data, and communication of assessment results, interpretations, intervention plans, and tutoring progress in discussion and in written clinical reports. Graduate students will tutor a struggling reader in a 10-week supervised clinical experience.

**Expected Course Outcomes**

Through the learning opportunities in this course, you will:

* Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction.
* Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation).
* Understand types of assessments and their purposes, strengths, and limitations.
* Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
* Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
* Determine learners’ placements along a developmental continuum, identify learners’ proficiencies and difficulties, and initiate appropriate interventions.
* Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds.
* Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.
* Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.
* Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
* Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
* Demonstrate the ability to communicate results of assessments to various audiences.
* Use learners’ interests, reading abilities and backgrounds as foundations for reading and writing interventions.
* Use a variety of high quality materials, including, but not limited to, technology-based information, non-print materials, books, and periodicals. These materials will represent multiple levels, broad interests, and varied cultural and linguistic backgrounds.
* Display positive dispositions related to reading and the teaching of reading.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals (Preschool and Elementary Classroom Teachers) and Georgia Professional Standards Commission Standards for Reading Endorsement Certification.

**IRA 2010 Standards for Reading Professionals**

The following standards have been designed to inform the practices of Pre K, elementary, middle and high school teachers:
[Standard 1: Foundational Knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
[Standard 2: Curriculum and Instruction](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
[Standard 3: Assessment and Evaluation](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
[***Standard 4: Diversity***](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.[***Standard 5: Literate Environment***](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
[***Standard 6: Professional Learning and Leadership***](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Required Text, References, and Materials**

**Course Required Texts**Leslie, L, & Caldwell, J.S. (2010). *Qualitative reading inventory (5th ed.).* New York: Pearson Education. (I recommend the spiral edition). 978-0137019236

Lipson, M.Y., & Wixson, K.K. (2013). *Assessment of reading and writing difficulties: An interactive approach.* New York: Pearson.

**Supplemental Texts**

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction (5th ed.).* Upper Saddle River, NJ: Pearson.

Caldwell, J.S., & Leslie, L. (2013). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* New York: Pearson. ISBN: 9780132907088

Flippo, R.F. (2014). *Assessing Readers: Qualitative diagnosis and instruction (2nd ed.).* New York: Routledge and Newark, DE: International Reading Association.

McKenna, M.C., & Stahl, K.A.D. (2009). *Assessment for reading instruction (2nd edition).* New York: The Guilford Press.

**Additional References:
Professional Reading Journals***American Educational Research Journal*
*Contemporary Educational Psychology
Educational Researcher
Elementary School Journal**Journal of Adolescent & Adult Literacy
Journal of Educational Psychology
Journal of Learning Disabilities
Journal of Literacy Research**Language Arts
Learning Disabilities Research & Practice**Reading Research and Instruction
Reading Research Quarterly
Review of Educational Research**The Reading Teacher
Voices from the Middle* **Websites**All About Adolescent Literacy: <http://www.adlit.org/>
Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>
Florida Center for Reading Research: <http://www.fcrr.org/index.shtml> International Reading Association: <http://www.reading.org/>
Literacy Research Association: [www.literacyresearchassociation.org/](http://www.literacyresearchassociation.org/)
National Reading Panel Report: <http://www.nationalreadingpanel.org/>
*Reading Online:* <http://www.readingonline.org/>
Reading Rockets: <http://www.readingrockets.org/article/14510/>
SEDL: <http://www.sedl.org/>
Teachers College Reading and Writing Project: <http://readingandwritingproject.com/about/overview>
Teaching Channel: <https://www.teachingchannel.org/>

**Georgia Department of Education: GeorgiaStandards.Org.** Accessed at: <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx>

**Common Core Georgia Performance Standards**
<https://www.georgiastandards.org/Common-Core/Pages/default.aspx>

**Common Core State Standards Initiative**
<http://www.corestandards.org/>

**LiveText**The JHL COE has adopted LiveText to manage our teacher education assessment system. Each student in every degree program will be required to purchase an account with LiveText and use it in various courses throughout the program. Particularly, your work in LiveText will culminate in your Professional Portfolio, a unit-wide decision point. In this course, LiveText will be used to submit and receive feedback in major assignments of this course (i.e., literacy engagements and inquiry project).

**Course Expectations**

**Assignments**All assignments should be submitted on time by the due date posted and as a WORD.doc with 1” margins, 12 pt. font, and single or 1.5 spaced. Please spell-check and proofread for conventional mechanics and grammar. All assignments should be thoughtful reflections of your learning and demonstrate the high standards of professional educators and graduate students. Points will be deducted from any assignment that does not meet these standards.

If you find you need extra time for an assignment, you will need to make arrangements with me before the due date. *Late assignments will not be accepted unless you contact me prior to the due date and make arrangements for a submission on an alternate date.* This alternate date should be within a week of the posted due date, and you should include the new due date in your request for an extension.

If you *do* make alternate arrangements, please email me when the assignment is submitted, so that I can review it and provide you with feedback. If you do not contact me AND provide an alternate due date, I will not accept your late assignment. *Late assignments typically result in point deductions.* To receive full credit, *all* assignments must be posted to the designated online assignment link (i.e., D2L or Live Text) by the due date. Submission links for assignments are clearly listed in the OUTLINE OF COURSE CONTENT below. Please do not send assignments to me by email unless you have made prior arrangements for a late assignment.

*Assignments that are excessively late or late assignments without prior arrangements will be subject to deductions and may not be accepted for credit at all*. If you regularly fall behind in your assignments, you will not benefit fully from this course. Blog posts, responses and learning module contributes will not be accepted late. Please see the sections below on Peer Coaching Blogs and Learning Modules for further explanation.

I attempt to provide feedback on assignments in a timely manner. Routine assignments, such as learning modules and blog posts, are graded a week from the due date. Due to the feedback required of several assignments (i.e., clinical reports, assessment projects, etc.), it may take longer than a week to return to you. In such cases, I will inform you of the date that you can expect feedback from me. If you submit a late assignment, it will take longer for you to receive feedback, which is another reason for submitting your assignments on time*. AT ANY TIME*, if you are concerned about an assignment, please contact me to make arrangements to discuss you concerns.

**Technology Use**Computers are important learning tools in this course. I encourage you to bring your computers or iPads to class. These electronic devices are helpful in small group activities. During whole class discussions or presentations, however, personal use of computers (i.e., checking email, completing assignments, web-surfing, etc.) demonstrates a lack of participation and may be distracting to other colleagues. Please see the rubric for participation in the following ASSESSMENT AND EVALUATION OF CONTENT. Routine practice of “distracted” participation works against the professional learning community in this course. I also request that you turn off all cell phones and refrain from texting during class.

**Course Support**

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. Please do your part by checking D2L and your GCSU email regularly for course announcements and instructor email communication. Please respond to emails in a timely manner. Once you enter your field placement, I suggest that you designate regular times to check-in on both D2L and your GCSU email.
2. Your questions and concerns are important to me. I consider emails a communication medium for direct messages, not extended conversation. If you have an explicit request for information or a question that involves a concise response, please send an email. If your question involves considerable discussion about an assignment or grading, please email me to arrange a conference. If I receive an email that I believe requires extended conversation, I will ask you to see me during my office hours or speak directly with me by phone of a virtually. Please understand that I consider your questions and concerns important. I have learned, however, that ongoing email messages are not always the most effective, clear, and expedient way to communicate or to receive the support you may need from me in this course.
3. I am available for conferences by arrangement at Macon Center. Please contact me by email to schedule a conference time. Phone conversations, virtual conferences, and chats are options in this online course. I encourage you to contact with me *at any point in the semester* if you have questions about your assignments or your academic standing in this course.

4. Due the nature of the content in this course, it is important that we establish confidentiality

in our seminar and online discussions and blogs. The nature of tutoring deals with participants, and these individuals need to be treated with respect. As a learning community of educators, we must uphold to high standards of confidentiality and keep information about participants and schools within conversations among our course colleagues.

**Course Etiquette**

Please plan to arrive to our seminars on time, as late arrivals can be disrupting to our class meeting. While we all have situations that may lead to delay in getting to class on time, consistent tardies will impact your attendance grade. Please review the attendance expectations and advise me if you have special considerations or concerns.

**Class Breaks**

We will have a ten-minute break half way through our morning session. Please return from break on time so that class may end on time. Break is *not* a time for conferences with your instructor about personal circumstances involving course assignments, grades, etc. Please use email, office hours, or arrange a time for discussing your assignments and other course concerns when we can have time to devote attention to these important matters.

**Course Activities**

Teaching strategies for this course include lecture, class and online discussion, cooperative group learning, tutoring, class presentations, guest speakers, and online learning modules, including readings, multimedia, and online resources.

**Outline of Course Content**

**Hybrid Course Design**This hybrid course is organized in eight online learning modules (LM). Learning modules include require reading, assignments, and discussion. Since this course does not meet every week in a face-to-face format, greater commitment to independent learning through readings, videos, websites, discussions, and other course content will be required of students.

The learning modules for this course are:LM1: Theory Into Practice
LM2: Foundations of the Assessment-Instruction Process
LM3: Assessing Young Readers and Writers
LM4: Structured Inventories and Progress Monitoring

LM5: Evaluating the Context
LM6: Formative and Diagnostic Assessments
LM7: Interactive Decision Making

LM8: Course Synthesis and Closure

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Dates** | **Topics** | **Assignments Due** |
| 1 | 8/17 – 8/29 | LM1: Theory Into Practice | *Learning Module 1**Discussion Board (DB) 1 PostAssessment of Reading and Writing Difficulties (ARWD), Chapters 1 & 2**LM1\_Tutoring Project: Selecting a reader and organizing for tutoring* |
| 2 | 8/31 – 9/12 | LM2: Foundations of the Assessment-Instruction Process | *Learning Module 2DB2 Post and Response to DB1**ARWD, Chapters 3 & 4, Appendix C & DLM2\_Tutoring Project: Beginning tutoring, initial assessments and intervention plan* |
| 3 | 9/14- 9/26 | LM3: Assessing Young Readers and WritersSeminar 2: Case-Based Seminar and Diagnostic Reading Assessment Projects | *Learning Module 3**DB3 Post and Response to DB2ARWD, Chapter 5 &7**LM3\_Tutoring Project: Implementing the intervention plan and choosing an inquiry project* |
| 4 | 9/28-10/10 | LM4: Structured Inventories and Progress Monitoring | *Learning Module 4DB4 Post and Response to DB3ARWD, Chapter 8LM4\_Tutoring Project: Progress monitoring and Video Case Conference* |
| 5 | 10/12- 10/24 | LM5: Evaluating the Context | *Learning Module 5DB5 Post and Response to DB4ARWD, Chapters 6**LM5\_Tutoring Project: Focusing and inquiry project* |
| 6 | 10/26-11/07 | LM6: Formative and Diagnostic Assessments  | *Learning Module 6DB6 Post and Response to DB5ARWD, Chapter 9LM6\_Tutoring Project: Finalizing inquiry project and exit assessments* |
| 7 | 11/09-11/21 | LM7: Interactive Decision Making | *DB7 Post and Response to DB6ARWD, Chapter 10LM7\_Tutoring Project: Tutoring Portfolio* |
| 8 | 11/23- 12/05 | LM8: Course Synthesis and Closure | *Tutoring Portfolio on LiveTextClinical Report due on LiveTextARWD, Appendix A & B* |

**Assessment and Evaluation of Content**

**Description of Assignments:** This section elaborates major assignments and the weight (corresponds to the point total) of each towards your final grade.

**1. Class Attendance & Participation (10%)
2. Learning Modules (18%)
3. Diagnostic Reading Assessment Project (10%)**
**4. Advanced Assessment & Intervention Project (30%)**

**5. Peer-Coaching Blog (15%)
6. Clinical Report and Presentation (17%)**

**1. Class Attendance & Participation (10%)**
Class attendance is required for all sessions. You will be awarded 3 points for each of the three face-to-face seminars that you attend (physically or virtually) and participate in fully. An additional value-added point will be awarded for attending all three sessions. If you arrive late or leave early, attendance points will be adjusted appropriately.

For successful participation, you will need to:
(a) attend and arrive on time to all class meeting sessions and engage in online and face-to-face discussions regularly;
(b) participate **actively** during class meetings in whole group and small group discussion and in responding to at least two colleagues' postings learning module;
(c) act professionally and respectfully to others, both in class, in the field, and online;
(d) complete the required readings and any other assignments to prepare for class and online interactions;
(e) engage enthusiastically in informed conversation by contributing thoughtful questions, reactions, and new ideas;
(f) bring all assigned materials to class meetings.

It is essential that you keep up with readings and assignments in each learning module. Please reflect on what you read. Class and online interactions will draw from your understanding of the course materials. You are responsible for all the material assigned in the readings and videos, even if we do not specifically discuss every aspect of the readings in our class meetings. Since actual meeting time is limited, select topics will be extended in class presentations and discussions. You will be asked to respond to assigned course material in class, online discussions/blogs, and assignments.

**2. Learning Modules (18%)**
As a hybrid course with a strong online component, much of the content in this course will be presented in readings and learning modules. Learning modules will be posted on D2L in a folder. These modules will consist of an overview of the learning module, readings and other content formats, such as podcasts and video clips, and assignments to be submitted by links that appear in the module. Due dates for modules are listed in the Schedule of Course Topics and Assignments below.

Each of the eight modules in this course will be worth 3 points of your total grade, based on completion of assignments in the module. The rubric (below) will be used as a holistic score for all assignments in a module. Module assignments will be awarded points according to this rubric. It will be your responsibility to keep up with the readings and assignments. By including assignments in modules, I hope to give further examples of strategies and to support new ways of thinking and implementing literacy in your teaching practice. Module assignments are similar to in-class assignments and are not *major* course assignments. Modules also will include discussion board assignments relating to the module topic and text readings. The discussion board is a space for processing the textbook reading, clear up confusions, and share perspective with colleagues in this online course.

The major course assignments are listed separately in the syllabus and will be graded based on separate rubrics. Module point values will be posted in your grade book and available to you on D2L.

**Rubric for Grading Learning Modules**

|  |  |  |  |
| --- | --- | --- | --- |
| 3 (100%) | 2.75 (92%) | 2.5 (84%) | 2 (67%) |
| *Assignments in this module are high-quality products.*Each assignment demonstrates a thoughtful and reflective approach, includes specific and meaningful examples from readings and other content of module, and demonstrates an in-depth understanding of the content. Assignments are submitted on time. Conventions of mechanics and grammar are strong. | *Assignments in this module are quality products*. Each assignment is complete and shows thoughtful consideration of the topics of the module. The assignments demonstrate a solid understanding of the module content. Assignments are submitted on time. There are few deviations from acceptable conventions of mechanics and grammar | *Assignments in this module are acceptable*. Inconsistency may be present in the quality of assignments or assignments may be late submissions. Assignments also may represent general and vague references to the content of the module. There are consistent deviations from acceptable conventions of mechanics and grammar | *Assignments in this module do not demonstrate acceptable quality.*Assignments may be addressed in an inconsistent, incomplete manner and may include brief, vague references. Assignments may demonstrate lack of reflective thought and do not show the caliber of graduate study. There are serious deviations from acceptable conventions of mechanics and grammar. |

 **3. Inquiry Into Diagnostic Assessment (10%)**To investigate the diagnostic assessment of reading and writing difficulties, each student will select a diagnostic instrument to examine more closely, critically evaluate, and present to the class at our meeting on September 17. In this project, you may interview professionals in the field that use this instrument. Chapter 9, pages 522 to 530, in your textbook, *Assessment of Reading and Writing Difficulties,* will be a starting point for introducing you to common formal diagnostic instruments. You also may select one that is in use in your school. If you choose this option, please discuss the instrument with the instructor. Further details and a rubric for awarding credit is available in the Diagnostic Assessment folder on D2L.

**4. Advanced Assessment & Intervention Project (30%)**

The Advanced Assessment and Intervention Project will be developed throughout EDRD 6661: Reading Diagnosis and Intervention. The purpose of this assignment is to assess the language and literacy development of a student, who has been identified as a struggling reader. You will then design an intervention plan and implement this plan in tutoring, maintaining records and progress over time. Upon completion of 20 sessions (i.e. 2 sessions for 10 weeks), you will generate a clinic report that includes a summary of assessments, explanation of the intervention plan, details of progress, and recommendations for continuing support. The Advanced Assessment & Intervention Project is a data point for the MEd in Reading, Literacy & Language.

You will identify a child for this project that has recognized difficulties with language development, reading, and/or writing. This student should be a diverse learner, representing students with special learning needs and/or culturally, linguistically, and/or ethnically diverse backgrounds and experiences. Students may be students in your classroom or students in another teacher’s classroom. You will use a range of assessments to determine developmental levels of this child’s language and literacy. Regular tutoring sessions with these students must be conducted at school. If other arrangements need to be made, you will need to discuss your plans with the instructor for approval. Tutoring your own children or a relative is not an appropriate arrangement for this assignment.

You may use individual literacy assessments from your school system as well as instruments and inventories from this course and your course work in EDRD 6001 and this course, EDRD 6661. The intent is to acquire a broad picture of the child’s development. Therefore, interests and attitude surveys as well as instruments that assess decoding, phonemic awareness, phonics, fluency, and comprehension are encouraged.

In addition to assessments during the 10 session contact period, you will submit session updates on a weekly basis, maintain ongoing, formative assessment results, show modifications of the intervention plan, and complete tutoring plans in a tutoring portfolio created for the purpose of documenting your clinical experiences in this course. As part of this tutoring project, you will videotape a tutoring session (i.e., video case), analyze it, and have a supervisory conference with the instructor at a mutually agreed upon time at the end of September or the first weeks of October.

You will find details of tutoring project requirements, tutoring plans, and assessments in the tutoring folder on D2L.

**5. Peer-Coaching Blog (15%)**

One of the essential functions of a reading specialist is to provide mentoring and coaching to other teachers in their literacy instruction and professional learning. You will begin to assume this leadership role in peer coaching during tutoring. To support tutoring during this online course and to further develop your role as a literacy coach, you will participate in a peer-coaching blog on Schoology during the five weeks of your tutoring. In this blog you will share with colleagues your progress in tutoring, the successes you observed and the challenges you face. In addition, you will respond to colleagues in a supportive way in the role of a peer coach. In the Peer Coaching folder in course resources, you will find materials to guide your peer coaching relationships with colleagues in this course.

**6. Clinical Report and Presentation (17%)**
The clinical report and presentation will involve you in communicating your assessments, interventions, and recommendations to an audience of your colleagues. This final clinical report is due at the end of the semester as the culminating assignment and will include:

(a) background of the child and purpose for the case study, (b) summary of tests and assessments administered, (c) observations during learning and assessment, and (d) summary of findings and recommendations for further interventions. Appendices A & B in your textbook, Lipson, M.Y., & Wixson, K.K. (2013) *Assessment of reading and writing difficulties: An interactive approach* will be used as a model for this clinical report.

**Grading:** Evaluating assignments for this course, I will use individual rubrics that are available to you in the course syllabus and also in assignment folders on D2L. Assignments total 100 points for the semester. Grades will be posted in your grade book on D2L. Total grade points will be compared to the grade scale below to determine the final grade in this course.

**Grading Scale for Final Grade:**

A 92-100%
B 84-91%
C 75-83%
D 65-74%
F 64% or less

**Attendance Policy:**Attendance is an essential requirement of this course and is your responsibility as a student in this course. You are expected to attend each seminar meeting, to be prepared by reading the assigned material, and to actively participate in class discussion and online blogging each week. Punctuality is an essential behavior to develop as a teacher. Excessive tardiness and/or absences will result in a grade penalty for the course. *You must attend at least two face-to-face sessions to receive credit for this course.*

**Assignments**All assignments should be submitted on time, word-processed (1” margins, 12 font), spell-checked, and checked for grammatical errors. All work submitted should be thoughtful, reflective of your learning, and reflective of the high standards that we should have for ourselves as educators. Points may be deducted from any assignments that do not meet these standards. In addition, I will make deductions for any late work unless you have made prior arrangements with me to submit an assignment on an alternate date. Assignments that are excessively late, without prior arrangement, may not be accepted.

**Course Support**

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. It is yourresponsibility to check your campus email and D2L regularly for course announcements and instructor email communication. You should respond to emails in a timely manner.
2. I encourage you to meet with me at any point in the semester if you have questions about your assignments or your standing in this course. Please email me. If a face-to-face meeting is not possible, we will make arrangements for a phone conversation. Your concerns and questions are important to me.
3. I understand that as an adult and a graduate student, you may find yourself balancing a number of personal and career demands. Please contact me without delay if at any point you are experiencing concerns or situations that affect the performance of your responsibilities in this course.

**Diversity Concerns:**
The College of Education (COE) recognizes that society is a unique mixture of diverse individuals. Diversity encompasses issues of gender, race, age, ethnicity, socioeconomic status, sexual orientation, ability, color, country of origin and more. The COE values and respects the diversity of individuals and seeks to prepare students who will be capable of working effectively with individuals of varying characteristics. The COE will seek to provide learning experiences, both within and outside of the classroom which will foster understanding and appreciation of diversity in our students and will provide strategies to help students work effectively with diverse individuals in professional settings.

**Plagiarism Policy:** Plagiarism will not be tolerated. If instances of plagiarism are noted, the instructor will determine if this is the first incident of plagiarism by consulting the university database on plagiarism, the student will be listed on the university database on plagiarism, the student may receive a grade of zero on the assignment and an “F” in the course. In addition, the professor may move to adjudicate.

**University Policies**

**Honor Code**All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties. The Honor Code may be found at: <http://www.gcsu.edu/studentlife/handbook/code.htm>

**Request for Modifications**If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.
For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

**Fire Drills**Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. At Macon Center, assemble across the street from The Thomas Jefferson Building. **Remain there** until you are told to re-enter by the emergency personnel in charge. In case of a fire, DO NOT IMPEDE access of emergency personnel to the area.

For more information on other emergencies, please visit: <http://www.gcsu.edu/emergency/actionplanmain.htm>

**Religious Observance Policy**Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

 **Student Opinion Surveys**Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

**Professional Bibliography**

Afflerbach, P. (2010). *Essential readings on assessment.* Newark, DE: International Reading Association.

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Allington, R.L. (2009). *What really matters in Response to Intervention: Research-based designs.* New York: Pearson.

Allington, R.L. (2011). *What really matters for struggling readers: Designing research-based programs.* New York: Pearson.

Bean, R.M. (2009). *The reading specialist: Leadership for the classroom, school, and community (2nd ed.).* New York: The Guilford Press.

Bean, R.M., Heisey, N., & Roller, C.M. (Eds.)(2010). *Preparing reading professionals.* Newark, DE: International Reading Association.

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Beers, K. (2003). *When kids can’t read: What teachers can do.* Portsmouth, NH: Heinemann.

Block, C.C. (2003). *Literacy difficulties: Diagnosis and instruction for reading specialists and classroom teachers.* New York: Allyn & Bacon.

Brozo, W.G. (2011). *RTI and the adolescent reader: Responsive literacy instruction in secondary schools.* New York: Teachers College Press & Newark, DE: International Reading Association.

Caldwell, J.S. (2008). *Comprehension assessment: A classroom guide.* New York: Guilford Press.

Caldwell, J.S. (2008). *Reading assessment: A primer for teachers and coaches (2nd ed.).* New York: The Guilford Press.

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