



CHAPMAN
UNIVERSITY COLLEGE
Professional Development Center
COURSE SYLLABUS

Course Title: Diagnosis and Remediation of Reading

Instructor: Dr. Tim Ham

Course Description:

This course will focus on the administration, analysis and interpretation of informal diagnostic procedures. The use of assessment results will drive students' remediation plans and instructional techniques to facilitate reading success.

Course Objective/Goals:

Each student shall:

1. illustrate and explain the reading process.
2. describe the essentials for diagnosing reading behaviors.
3. analyze and summarize early literacy assessments.
4. identify and develop instructional techniques for early literacy.
5. analyze, summarize and interpret informal reading assessments-Basic Reading Inventory.
6. formulate plans to effectively manage classroom instruction of reading.

Course Outline:

- Define and describe interpretation of the reading act and process.-Submit
- Create a graphic organizer of early literacy assessments and strategies used for teaching beginning readers.-Submit graphic organizer
- Administer Early Literacy assessments-submit assessments
- Analyze reading assessments-Submit identification of student's strengths & challenges
- Create a graphic organizer of Basic Reading Inventory and word recognition strategies.
- Administer Basic Reading Inventory-Submit assessments
- Analyze reading assessments-Submit identification of student's strengths & challenges
- Devise and develop a program of remediation-Submit program outline
- Create a lesson plan based on student's greatest need-submit lesson plan
- Textbook reading-submit instructor inquiries as needed

Method of Evaluating Student's Performance:

- . Dialogue and participation through email
- . Assignment Submittals

Textbooks and/or Other Materials:

Johns, Jerry L. (2001) Basic Reading Inventory: Pre-Primer through Grade 12 and Early Literacy Assessments (8th ed.) Dubuque, IA: Kendall-Hunt.

Johns, Jerry L. (2001) Improving Reading Strategies and Resources (3rd ed.) Dubuque, IA: Kendall-Hunt.

Walker, B.J. (1999) Diagnostic Teaching of Reading: Techniques for Instruction and Assessments. (5th ed.) Upper Saddle River, NJ: Prentice Hall.

Suggested Reading Bibliography:

Allington, Richard, ed. (1998) *Teaching Struggling Readers*. Newark, DE: International Reading Association.

Barr, R., Blachowicz, C., & Wogman-Sadow, M. (1995) *Reading Diagnosis for Teachers: An Instructional Approach*. (3rd ed.) White Plains, NY: Longman.

Bembridge, T. (1992). A MAP for reading assessment. *Educational Leadership*, 49, 46-48.

Goodman, Y., Burke, C. & Watson, D. (1987) *Reading Miscue Inventory: Manual*. New York: Richard C. Owen.

Gunning, Thomas G. (1998) *Assessing and Correcting Reading and Writing Difficulties*. Boston: Allyn & Bacon.

Harp, Bill (1996) *The Handbook of Literacy Assessment and Evaluation*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Morrow, L.M. (1985). *Retelling stories as a diagnostic tool*. In S. Glazer, L. Searfoss, & L. Gentile (Eds.), *Reexamining reading diagnosis* (128-149). Newark, DE: International Reading Association.

Putnam, Lillian R., ed. (1996) *How to Become a Better Reading Teacher: Strategies for Assessment and Intervention*. Englewood Cliffs, NJ: Prentice-Hall.

Richek, Margaret A. et al. (1996) *Reading Problems: Assessment and Teaching Strategies* (3rd ed.) Boston: Allyn & Bacon.

Roscos, K. & Walker, B. (1994) *Interactive Handbook for Understanding Reading Diagnosis*. NY: Macmillan.

Rubin, Dorothy. (1991) *Diagnosis and Correction in Reading Instruction* (2nd ed.) Needham Heights, MA: Allyn & Bacon.