

**Chapman University  
Practicum Syllabus**

**Course Syllabus: Reading Practicum ED 9909A**

**Instructors: Dr. Vicente M. Ontiveros and Dr. Tim Ham**

**Text:**

Walker, B.J. (1999) Diagnostic Teaching of Reading: Techniques for Instruction and Assessment, NY: Prentice Hall.

Leslie, L. & Caldwell, J. (2000). Qualitative Reading Inventory – 3 NY: Pearson Technology Group

**Supplies:** A spiral Bland Notebook for Dialogue journal.

**Course Description:**

The Students will:

1. Explore the theories and practices of continuous diagnostic assessment.
2. Analyze formal and informal reading assessments for identifying a student's reading levels, strengths, and weaknesses in print processing and comprehension.
3. Analyze informal tests for assessing a student's strengths and weaknesses in phonemic awareness.
4. Administer various informal reading assessments to assess a student's reading behaviors.
5. Analyze and interpret the results to determine a student's reading levels, strengths, and weaknesses in print and meaning processing.
6. Design a program of remediation based on the student's identified reading levels, strengths and weaknesses in print and meaning processing
7. Write a formal diagnostic report that includes pre-assessment results and a plan for remediation.
8. Implement the plan for remediation with the student.
9. Analyze and interpret post-assessment results after completing the implementation of the plan of remediation with the student.
10. Write a formal report that includes post-assessment results, the results of the remediation plan and recommendations for the continued remediation.

**Course Expectations:**

Literacy is a dynamic process. Students are expected to take an active role in their learning. Through class discussion, reading assignments and course projects, students will take responsibility for their learning. As well, students should be expected to remain current in reading and writing. Assistance and encouragement will be provided through this endeavor.

### Reading Practicum Assignments

Focus Topics		
Introductions, course overview, assignments due-dates, definitions of diagnostic teaching and continuous diagnostic assessment	Syllabus QRI Sections 1-5	Diagnostic Analysis Report/Pre-Assessment
Analyze formal and informal reading assessments for processing, comprehension, phonics knowledge and word identification.	QRI DTR Ch. 1-3	Not applicable
Analyze and interpret assessment results. Design a remediation program for students. Select materials for remediation plan.	Research articles DTR Ch. 9	Remediation plan Journal dialogue
Administer informal reading assessments. Evaluate plan for remediation. Evaluate reading activities based on remediation plan.	DTR Ch. 4-5 Research articles	Activity Evaluation Journal dialogue
Evaluation of student's strengths and weaknesses in print processing, comprehension, phonics knowledge and word identification.	DTR Ch. 6-7	Journal dialogue
Select techniques to continue remediation plan. Continued implementation of remediation plan.	Research articles	Lesson presentation Journal dialogue
Analyze and interpret post-assessment results	Research articles	Post-assessment Journal dialogue
Review changes in philosophy based on results of research articles, remediation and new knowledge.	Research articles	Remediation, portfolio, Journal dialogue
Write a formal report including post-assessment, remediation results, and further recommendations. Course Evaluation	Research articles	Final Report, Journal Dialogue

*DTR= Diagnostic Teaching of Reading*

*QRI = Qualitative Reading Inventory - 3*

## Reading Practicum Bibliography

- Allington, Richard, ed. (1998) *Teaching Struggling Readers*. Newark, DE: International Reading Association.
- Au, K. H. (1993) *Literacy Instruction in Multicultural Settings*. Orlando, FL: Harcourt Brace.
- Barr, R., Blachowicz, C., & Wogman-Sadow, M. (1995) *Reading Diagnosis for Teachers: An Instruction Approach*. (3<sup>rd</sup> ed.) White Plains, NY: Longman.
- Block, C. C. (1997). *Literacy Difficulties and Instruction*. New York: Wadsworth Publishing.
- Brown, J., Goodman, K. & Marek, A. (1996) *Studies in Miscue Analysis: A noted Bibliography*. Newark, DE: International Reading Association.
- Bruton, Ronald W. (1977) *An Ounce of Prevention Plus a Pound of Cure: Tests and Techniques for Aiding Individual Readers*. Santa Monica, CA: Goodyear.
- Clay, Marie M. (1993) *Reading Recovery: A guide Book for Teachers in Training*. Portsmouth, NH: Heinemann.
- Ekwall, Eldon E. (1989) *Locating and Correcting Reading Difficulties (5<sup>th</sup> ed.)* Columbus, OH: Merrill.
- Farr, Roger & Carey, Robert. (1986) *Reading: What can be Measured? (2<sup>nd</sup> ed.)* Newark, DE: International Reading Association.
- Gillet, Jean W. & Temple, Charles. (2000) *Understanding Reading Problems: Assessment and Instruction (5<sup>th</sup> ed.)* New York: Harper Collins:
- Glazer, S., Searfoss, L. & Gentile, L., editors. (1988) *Reexamining Reading Diagnosis: New Trends and procedures*. Newark, DE: International Reading Association.
- Goodman, K., Y. & Hood, W., ed. (1989) *The Whole Language Evaluation Book*. Portsmouth, NH: Heinemann.
- 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 – Gorden Publishers, Inc.