

UNIVERSITY OF MARYLAND

College of Education
Reading Center
2230 Benjamin Building
Telephone: 301/405-3153

Instructor:	Dr. Olivia Saracho	Spring 2003
Office:	Benjamin 2304H	Class: Tuesday 4:15 - 7:00 p.m.
Telephone:	301/405-3155 (voice mail)	Location: EDU 0202
E-mail:	os1@umail.umd.edu	
Office Hours:	Tuesday 3:00-4:00 p.m.	

EDCI 464: Reading Instruction and Diagnosis Across the Content Areas¹

GENERAL INFORMATION:

Purpose: The purpose of this course is to provide participants who are student teaching with an opportunity to refine their skills in teaching reading. This course focuses on evaluation procedures and instructional strategies that can be used in the classroom with students experiencing reading difficulty.

Prerequisite: EDCI 362 or equivalent

REQUIRED TEXTS:

1. Clay, M. (2002). *Running Records for Classroom Teachers*. Portsmouth, NH: Heinemann.
2. Courtney, Gretchen & Jossart, Sarah. *Nonfiction literacy*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
3. Gentry, J. R., & Gillet, J. W. (1993). *Teaching Kids to Spell*. Portsmouth, NH: Heinemann.
4. Gillet, J. W., Temple, C., & Crawford, A. N. (2004). *Understanding Reading Problems: Assessment and Instruction*. New York: Allyn & Bacon.
5. Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer Through Grade Twelve and Early Literacy Assessments*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
6. Johns, J. L., & Lenski, S. D. (2001). *Improving Reading Strategies and Resources*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
7. Manning, Maryann; Manning, Gary; and Long, Roberta. (1994). *Theme emersion: Inquiry-based curriculum in elementary and middle schools*. Portsmouth, NH: Heinemann.
8. Readance, John E., Bean, Thomas W., & Baldwin R. Scott. *Content area literacy: An integrated approach*. Kendall/Hunt Publishing Company.

¹ If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible.

Syllabus 2

9. Assigned readings from journal articles or book chapters by the instructor.

SUPPLEMENTARY TEXTS:

10. Baldwin R. Scott, Readance, John E., & Bean, Thomas W.. *Targeted Reading: Improving achievement in middle and secondary grades*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
11. Stieglitz, E. L. (2002). *The Stieglitz Informal Reading Inventory*. Boston: Allyn & Bacon.
12. Flynt, E. S., & Cooter, R. B. *Reading inventory for the classroom*. Scottsdale, Arizona: Gorsuch Scarisbrick.

COURSE OBJECTIVES:

Participants will demonstrate:

- ability to develop, select, use, and interpret informal assessment techniques.
- ability to develop and evaluate instructional materials.
- ability to apply instructional reading strategies in a classroom setting.
- ability to link diagnostic and remedial strategies in a classroom setting.
- knowledge and basic understanding of guidelines and principles of diagnosis and remediation.

SPECIFIC ASSIGNMENTS AND TESTS INCLUDE:

Assignments are due on (or before) the designated date. **Late work will receive a 20% point reduction for each class day that the assignment is late.**

POINTS

100	Class participation
100	Emergent literacy assignment
300	Diagnostic project (modified case study)
150	Literature Response Activity (group activity focusing on literacy experiences) >>>>> preparation and presentation of information related to reading/language activities and books
75	Spelling analysis
75	IRI evaluation
200	Final Exam
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1000	Total

Course Requirements:

1. Participation is required.
2. Assignments are to be submitted on or before the specified date. Late assignments will be down graded by 20%.

Syllabus 3

3. All written assignments are to be typed and all work should be neatly prepared and proofread. Correct spelling and standard English grammatical usage are expected.