EDU 415 Literacy Assessment and Intervention in Special Education
March 15-May 1
Day and Time: Online Course-Term II

Instructor
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Office Hours: Emails and phone calls will be answered within 48 hours. Office Hours, by student appointment, can be held via Google Meet. A meeting code will be shared.

Course Description
This course will provide an in-depth study of research-based strategies to diagnose and remediate difficulties in reading, writing, speaking, and listening. Teacher candidates will develop deep understanding of diagnostic literacy assessments and interventions. Teacher candidates will be prepared to make data-based literacy instructional decisions with students from kindergarten through high school.

Objectives
Students in this course will:
1. Demonstrate knowledge of the stages of reading development from kindergarten through high school, and the challenges of each stage.
2. Demonstrate knowledge of the literacy difficulties commonly faced by students with a variety of disabilities.
3. Use a variety of literacy assessment strategies to diagnose difficulties in reading.
4. Demonstrate knowledge of a wide variety of literacy intervention techniques; select interventions based on specific literacy problems; explain how specific interventions correct specific problems.
5. Select appropriate reading materials for individual students based on student factors, text factors, and instructional factors.
6. Design and implement an assessment plan, then use assessment results to design an intervention plan for an individual student.
7. Develop a critical stance toward published curricula, software, and instructional approaches that are designed for literacy intervention.

Textbook

Diagnostic Teaching of Reading: Techniques for Instruction and Assessment. Barbara J. Walker.

Email/Communication Policy

Emails and phone calls will be answered within 24-48 hours

Online Course

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week. If you have any problems accessing Moodle please contact Dr. Lori McClaren, Director of Online Learning at 919-508-2367.

Late Assignments

Successful classroom teachers are effective time managers. Therefore, class assignments are due on the assigned day. Late assignments will not be accepted. Students with serious, mitigating circumstances that prevent them from completing assignments on time should contact the instructor as soon as possible - prior to the assignment deadline. Students who find themselves in this situation should be prepared to provide documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will be established outlining the conditions for an extension.

Missed Work

Instructor approval is needed prior to submitting late assignments. Students who find themselves in this situation should be prepared to provide documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will be established outlining the conditions for an extension. A zero may be earned for missing work.

Proctoring Policy

All online courses at William Peace University require one (1) proctored exam or activity. Any student who fails BOTH proctored exams/activities will receive an automatic failing grade in the course, regardless of any other grades received. For more information on proctoring options, please see: http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf.

William Peace University seeks to develop both the intellect and character of its students. All members of the University are expected to promote a culture of academic integrity, and all students are expected to inform themselves of the University's policies and procedures related to the Honor Code.

Academic Integrity

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All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the *2017-2018 Academic Catalog*.

Tutorial Services

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPUConnect or in person at the Center for Student Success, located in the 2nd floor of Finch Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at drrogers@peace.edu or 919-508-2080.

Disability or Learning Services

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services

Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to Disability@peace.edu.

Attendance Policy

William Peace University students are expected to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are an essential part of a student's educational program. However, the University's policy is that students may not miss more one (1) class in a 7-week session or two (2) classes in a 15-week session or the student is subject to course failure. It is the responsibility of the student to meet the attendance policy.

All members should arrive on time for classes and activities and leave when dismissed. Students who must arrive or depart a class early should notify the instructor prior to class and do so with minimal disruption to the class. Attendance and conduct-related problems may be reported to the Vice President of SPS or designee.

Failing to meet the attendance requirements may be result in a grade of zero for the assignment(s) and/or be subject to course failure.

Class Participation

This class is designed to foster discussion and interaction. Students are expected to be prepared and apply readings in discussions and activities. It is your responsibility to actively participate in class*.*

Incompletes

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

Assignments and Grading

All written assignment grades and feedback will be posted to Moodle within 5-days of the due date for current assignments.

Course Grading
Assessment Results Analyses 20%
Literacy Intervention Plans 20%
Informal Reading Inventory Project 20%

Assignments/Homework 20%
Discussion Forums and Professionalism 20%

Grading Scale

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 and below

Weekly Activities/Assignments

Written papers are required to be typed, double-spaced with all sources cited appropriately using APA format. Edit papers carefully for spelling and grammatical errors. Discussion forum responses should contain appropriately cited sources using APA format too. The expectation is for all assignments to be uploaded to Moodle by the due date.

Course Readings-Subject to Change

Week	Date	Topic	Activity
1	Mar 15-March 21	Chapter 1: Diagnostic Teaching	Discussion Forum A: Reading Autobiography Video *Due: 3/19* Peer Response *Due: 3/21* Discussion Forum 1 *Due: 3/19* Peer Response *Due: 3/21*
2	Mar 22-Mar 28	Chapter 2: Literacy Development Chapter 3: Effective Literacy Teachers	Discussion Forum 2 *Due: 3/26* Peer Response: *Due: 3/28*
3	Mar 29-Apr 4	Chapter 4: A Framework for Diagnostic Teaching Chapter 5: Gathering Initial Data	Discussion Forum 3 *Due: 4/3* Peer Response: *Due: 4/4* Informal Reading Inventory: *Due: 4/4*
4	Apr 5-Apr 11	Chapter 6: The Literacy Event Chapter 7: Selecting Techniques	Discussion Forum 4 *Due: 4/9* Peer Response: 4/11 IRI Findings Report: *Due: 4/11*
5	Apr 12-Apr 18	Chapter 8: Selecting Materials	Discussion Forum 5 *Due: 4/16* Peer Response: *Due: 4/18* Running Records Resource: *Due: 4/18* Running Records Assessment: *Due: 4/18*
6	Apr 19-Apr 25	Chapter 9: Initiatives and Teacher Development	Discussion Forum 6 *Due: 4/23* Peer Response: *Due: 4/25* Cloze Test: *Due: 4/25* Intervention Plan: *Due: 4/25*
7	Apr 26-May 1	Chapter 10: Using Multiple Assessments	Discussion Board 7 *Due: 4/29* Peer Response: *Due: 4/30* Informal Reading Inventory Project : *Due: 5/1*

Assignments

Informal Reading Inventory

An IRI will be administered to determine the Independent, Instructional, and Frustration Reading Levels of a student selected.

Running Records
A Running Records assessment will be administered to a learner. Additional information can be found in the Moodle Classroom.

Cloze Test

A student created Cloze Test will be administered to a learner. Additional information can be found in the Moodle Classroom.

Intervention Plan

You have learned how to and administered an Informal Reading Inventory to analyze a student's reading skills and determine Independent, Instruction, and Frustration Levels. Reading difficulties are a concern at all ages and in all subjects. Using the results from the student who you have already administered the Informal Reading Inventory on, create an intervention plan.

Informal Reading Inventory Findings Report

Using the IRI administered to a learner, students will write a brief report of their findings. A sample report will be provided.

Assessment Results Analysis

After administering various assessments, results will be analyzed and a report written. Additional information can be found in the Moodle Classroom.

Informal Reading Inventory Project

You will learn in class how to administer an informal reading inventory to analyze a student's reading skills. You will then administer the informal reading inventory to a student who is struggling in any area of reading. Reading difficulties are a concern at all ages and in all subjects, so you may administer the inventory in any subject and at any grade level. You will score the student's performance, interpret the results, and create an intervention plan based on the results. A complete guide to this assignment will be provided to you.