

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2007

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 435

Course Title: Diagnostic and Prescriptive Reading

Reason for initiating, revising, or canceling:

Changing textbook to reflect change in syllabus.


Jasmin Niedo

9/14/07

Proposer

Date

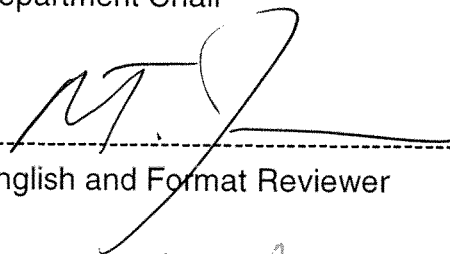
Michael Reber



9-14-07

Department Chair

Date


English and Format Reviewer

1/17/08
Date


Dean of Academic Programs and Services

1/17/08
Date

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Course Guide

Course: ED 435 Diagnostic and Prescriptive Reading

1. Department

School of Education

2. Purpose

The inability to read effectively is perhaps the greatest failing among elementary school students in the CNMI. The purpose of this course is to provide teachers-in-training with the necessary methods, techniques, and skills to recognize, diagnose, and address reading difficulties among elementary school students.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Burns, Susan M., Peg Griffin, and Catherine E. Snow. Starting Out Right: A Guide to Promoting Children's Reading Success. Washington, DC: National Academy Press, 2004.
Readability level: Grade 12

Ericson, Lita and Moira Fraser Juliebo. The Phonological Awareness Handbook for Kindergarten and Primary Teachers. Newark, DE: International Reading Association, 2004.
Readability level: Grade 10

Johnston, Francine R., Marcia Invernizzi, and Connie Juell. Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers. New York, NY: The Guilford Press, 1998.
Readability level: Grade 12

B. Contact Hours

1. **Lecture:** 45 semester hours (3 hours per week)
2. **Lab:**
3. **Other:** 60 semester hours of practicum in a local elementary school. (One hour of practicum is equivalent to .5 hour of lecture).

C. Credits

1. **Number:** 5
2. **Type:** Regular degree credits.

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D. Catalogue Course Description

ED 435 Diagnostics and Prescriptive Reading provides the strategies, skills, and techniques necessary to assess and recognize reading levels, diagnose reading difficulties, and determine and carry out actions to address those problems. This course will utilize observations and hands-on practices to provide teachers-in-training with both theoretical and practical experience in enhancing student reading abilities. All general education requirements with a "C" or better, EN 202, or permission of the Director of the School of Education plus, ED 300, ED 319, ED 321. Math Placement Level: MA 161.

E. Degree or Certificate Requirements Met by Course

ED 435 Diagnostic and Prescriptive Reading is a required course for all B.S. Education majors.

F. Course Activities and Design

This course is designed to incorporate lectures, demonstrations, assigned projects, and field experience. The field experience will support the learning in the regular classroom sessions by allowing practice with elementary students. Students will be required to participate in class discussions, projects, and presentations, keep and submit lesson plans, read and discuss text book assignments, and complete required course assignments.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: All general education requirements with a "C" or better, EN 202, or permission of the Director of the School of Education plus, ED 300, ED 319, ED 321. Math Placement Level: MA 161.

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a five-credit course, cost of textbooks, individual reading kits, and instructional materials fee.

Cost to the College: Salary of instructor, use of A-V equipment, internet, and photocopying.

Instructional resources needed for this course include: computers, NMC internet, TV/VCRs, chalk, CRC materials, audio cassettes and players, and photocopied materials.

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6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Teaching the Reading and Writing Processes

- 1.1 The reading process
- 1.2 The writing process

2.0 Assessing Students' Literacy Development

- 2.1 Literacy assessment tools
- 2.2 Evaluating beginning readers
- 2.3 Gathering tutorial materials

3.0 Breaking the Alphabetic Code

- 3.1 Phonemic Awareness
- 3.2 Phonics
- 3.3 Documenting children's progress
- 3.4 Spelling
- 3.5 Word recognition and identification

4.0 Comprehension and Meaning

- 4.1 How do students learn the vocabulary words?
- 4.2 Teaching students to unlock word meanings
- 4.3 The comprehension process
- 4.4 Literacy strategies and skills

5.0 Working with Emergent Readers and Writers

- 5.1 Systematic assessment
- 5.2 Guided reading assessment procedures

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- 5.3 Rubric evaluation
- 5.4 Developmental reading assessment
- 5.5 Summarizing and reporting children's progress

- 6.0 Teaching Reading Strategies
 - 6.1 Letter and word study
 - 6.2 Detecting and correcting errors
 - 6.3 Problem-solving strategies
 - 6.4 Running records

- 7.0 Intervention Strategies for Struggling Readers
 - 7.1 Preventing reading difficulties
 - 7.2 Reading recover techniques

- 8.0 Phonological Awareness
 - 8.1 Diagnostic measures
 - 8.2 Teaching activities
 - 8.3 Isolating and categorizing sounds
 - 8.4 Blending and segmenting syllables and sounds
 - 8.5 Structural analysis skills
 - 8.6 Monitoring progress

- 9.0 Reading for English Language Learners
 - 9.1 Learner centered lessons
 - 9.2 Immediate meaning and purpose lessons
 - 9.3 Learning and social interaction
 - 9.4 First language teaching and learning

- 8. Instructional Goals**

This course will introduce students to:

 - 1.0 Guided reading steps and components;
 - 2.0 Assessing children to determine next steps in the reading process;
 - 3.0 The components of a balanced reading program;
 - 4.0 Methods for designing and organizing the classroom;
 - 5.0 Various methods of reading assessment;

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- 6.0 Multiple reading strategies to enhance instruction;
- 7.0 Strategies and reading techniques to help struggling readers;
- 8.0 Phonics instruction and the role it plays in teaching reading; and
- 9.0 Best methods of language arts instruction for English Language Learners.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Describe the theory and demonstrate the components of a guided reading program for elementary students;
- 2.0 Explain the importance of pre-formal literacy experiences to reading and writing processes;
- 3.0 Demonstrate how to establish a balanced reading program in an elementary classroom;
- 4.0 Demonstrate how to design and organize an elementary classroom for reading instruction;
- 5.0 Practice and demonstrate the use of reading assessment tools in an elementary reading program;
- 6.0 Practice and demonstrate the teaching of multiple reading strategies in an elementary classroom;
- 7.0 Practice and demonstrate intervention strategies for struggling readers in the elementary classroom;
- 8.0 Design and use phonics lessons in an elementary classroom;
- 9.0 Design reading instruction programs for English Language Learners in an elementary classroom.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

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- 1.0 Demonstrate understanding through activities, lesson plans, presentations, written papers, and a final reflection paper;
- 2.0 Evaluation based on provided rubrics by instructor;
- 3.0 Quizzes or examinations.

