Term Information

Effective Term: Autumn 2016
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add T&L 5470 or permission of the instructor as a prerequisite for entry into 5471

What is the rationale for the proposed change(s)?
5470 and 5471 were T&L 670 and 671 on quarters. T&L 670 was always a prerequisite for T&L 671. This was simply left off of the change when the courses were converted to semesters.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
This should have not significant impact on programs. This prerequisite was always in place. If there are problems, having "or permission of the instructor" included should allow us to address any issues that arrive.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5471
Course Title: Clinical Practice in Treating Reading Disabilities
Transcript Abbreviation: ClinPractReadDis
Course Description:
Use of test materials in the diagnosis of reading disabilities; practice with remedial procedures.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered
100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance

Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 6
Max Completions Allowed: 2
Course Components: Laboratory, Lecture
Grade Roster Component: Lecture
COURSE CHANGE REQUEST
5471 - Status: PENDING

Last Updated: Odum,Sarah A. 03/17/2016

Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites: 5470 or permission of the instructor.

Previous Value: Not open to students with credit for 671.

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.1315
Subsidy Level: Doctoral Course
Intended Rank: Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes:
- The main activity in this course is clinical tutoring for 27-30 hours and writing a case study including beginning assessments, instructional plan, and final assessments – report of progress
- In addition, students must attend a weekly seminar to debrief and share clinical experiences

Content Topic List:
- Clinical tutoring. Course topics are determined by the needs of the clients being tutored in the clinic

Attachments

• EDUTL 5471 Syllabus Sp 2016.docx: syllabus
  (Syllabus. Owner: Salamone, Lauren Marie)

Comments

• A syllabus for this course should already be in the curriculum system. (by Clark, Caroline Taylor on 02/02/2016 03:37 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Salamone, Lauren Marie</td>
<td>02/29/2016 12:32 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Salamone, Lauren Marie</td>
<td>03/11/2016 11:32 AM</td>
<td>Unit Approval</td>
</tr>
</tbody>
</table>
Spring 2016 Syllabus

EDUTL 5471: CLINICAL PRACTICE IN TEACHING STRUGGLING READERS

Tuesdays 4:30-6:30 pm  GEMS CTLC

A. Instructor Information
Dr. Dorothy Morrison
204A Ramseyer Hall  292-7716 (office)  Morrison.305@osu.edu

B. Textbooks and Other Required Materials

Required:
3. Documents (including guided notes and various articles) provided on Carmen or in class.
4. Materials and documents provided in EDUTL 5470. (Yoshimoto Phonogram Cards, available from instructor, $15)
5. IDA Knowledge and Practice Standards, download from eida.org

Optional:

C. Course Information – All documents, directions, and details about the following assignments are on Carmen or will be provided in class.

1. **Course Description:** The purpose of this course is to a) provide enrollees the opportunity to assess a student in order to determine in what area(s) of reading that student is struggling and b) provide supervised practice with instructional strategies based on assessment findings.

2. **Course Objectives:** By the end of this course students will be able to
   a. Independently assess a student (or students) to determine areas in which specialized and intensive reading instruction is needed.
   b. Create a generalized focus of instruction and individualized lesson plans for the above-mentioned student(s) based on the assessment data.
   c. Progress to independent, competent, effective, and efficient tutoring of above-mentioned student(s) as determined by improvement on pre-determined outcome goals.
   d. Show the progress that above-mentioned student(s) made with student work samples, video evidence, and student-created graphing of outcome data.

3. **New Focus:** Autumn 2015 marked a new focus for this course. Rather than tutor children only in a reading clinic, 5471 enrollees may choose and tutor 1-2 children (or a small group) 2-3 times a week in their own classrooms. Enrollees will conduct assessments, collect baseline data, identify problems to focus on, plan tutoring/teaching sessions, track progress, write a tutoring reflection once per week, and write a final teaching report. You will videotape and submit 3
tutoring sessions (one during the first week of tutoring/teaching, one midterm, and one of the last tutoring/teaching sessions). These videos will be reviewed and critiqued by both the instructor and other members of the course; the final one may be used as a part of the enrollee’s final evaluation score. In addition, the instructor may observe at least 1 of your tutoring/teaching sessions in person. We are excited about this new focus on the schools and teachers. The instructor’s purpose is to support enrollees in learning how to be a more effective teacher for struggling readers.

5. **Course Format and Organization:** This is a rich experience in focused learning and teaching of struggling readers. The main activity is assessing and tutoring/teaching one or more struggling readers 2-3 times a week. Enrollees will have the opportunity to explore effective strategies, track progress, discuss problems with the instructor and classmates, and reflect on what is being experienced and observed. Enrollees will a) assess a student and determine strengths and deficits; b) prepare lesson plans based on those strengths and deficits; c) provide effective, efficient, and competent tutoring/teaching and videotape 2-4 tutoring/teaching sessions during the semester for online submission; d) write one reflection per week about the experience of tutoring/teaching for submission that includes evidence of progress-monitoring; and e) create a tutoring/teaching report at the end of the semester.

In addition, enrollees will attend online/class discussion each week during the semester to discuss student problems, strategies, and progress. These sessions will last approximately 2-2 ½ hours. Enrollees will also meet individually with the instructor at least twice during the semester to discuss the individual student(s) and the progress each is making.

**NOTE:** If you do not have your own classroom, you need to find a student who has documented struggles with reading determined either by a) an IEP or 504 plan or b) documentation that he/she is reading below grade level. Please let me know if you need help finding a student, as you cannot complete the coursework without a qualifying student.

6. **Assignments:** Successful tutoring of struggling readers is a skilled orchestration of many parts, in which the whole is greater than any of the parts, but each part is important. The following assignments are the components of B.4. above (i.e., a) assess a student and determine strengths and deficits; b) prepare lesson plans based on those strengths and deficits; c) provide effective, efficient, and competent tutoring/teaching and videotape 2-4 tutoring/teaching sessions during the semester for online submission; d) write one reflection per week about the experience of tutoring/teaching for submission that includes evidence of progress-monitoring; and e) create a tutoring/teaching report at the end of the semester. Due dates for assignments are in Section I. below. The percentage of the final grade towards which each assignment counts is given in ( ).

**a. Lesson Preparation .** Lesson plans (LPs) should be based on strengths and deficits determined from the assessment of student reading skills. The Structured Language and Literacy (SLL) lesson plan format is required (available on Carmen). Please prepare materials carefully so that instruction is systematic; that is, you do not teach any concept without insuring important foundational skills are mastered. Each lesson plan should “cover” 50-60 min.

**b. Effective Tutoring .** You will be expected to exhibit effective tutor behavior, as described in the tutor behavior checklist, which includes a) a minimum of teacher talking and a maximum of child learning activity, b) appropriate pacing (not too slow, not too fast) and flexibility (if the child needs to back up, slow down, or speed up), and c) strong content knowledge. Instructor will observe 2-5 tutoring/teaching sessions, either in-person or via video.
Obtain permission from the parents to video record 3 sessions for class purposes only. The sessions should be a minimum of 30 min each and a maximum of 60 min each. The 1st should be from the 1st week of tutoring/teaching, 2nd from week 7, and 3rd should be from the last week. Focus the camera on both you and the child. Note time stamp of parts about which you would like specific feedback.

c. Reflections. What did you do well? What do you need to work on? What did student do well? What is student struggling with? Were your preparations adequate? What adjustments would you make for next time, if any? Was the child focused and engaged in the activities? Did you keep teacher talk to a minimum? Did you give simple directions instead of lengthy explanations? Did the child spend most of the time “doing” instead of listening? What did you observe about insights the child gained or concepts mastered?

Progress Monitoring. Have student(s) track progress on a selected skill each session. Check for accuracy. Progress monitoring will depend on tutoring objectives and should be in the form of a line graph of one of the following:
- mastery of phonograms (phonogram cards, words, text, spelling)
- syllable pattern mastery (word lists, text, spelling)
- sight word (red word) mastery: (lists, texts, spelling)
- sentence dictation (COPS)
- reading fluency (correct words per min at independent level)
- comprehension (literal recall, inference, synthesis, evaluation)
- willingness to engage in learning activities, engagement with books (scale of 1-5); etc.

d. Tutoring/Teaching Report (TTR; 11). This is a final summary of all you know about your student’s reading ability and the factors that may affect it. As a professional report, it must be well organized, clear, concise, specific, carefully analytic, and informative. It must also be word processed and completely free of any spelling, punctuation, and grammatical errors. It should be in APA format. This assignment counts as your final exam.

Include child name, age, grade, educational background, pre- and post-assessment information, baseline data/observations, semester objectives, lesson plans and student answer sheets, tutor observations during tutoring (what worked, what needed adjustment, etc.), progress made, and recommendations for future instruction.

D. Evaluation Criteria

<table>
<thead>
<tr>
<th>Score Components</th>
<th>Points Per</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assessment &amp; Report</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>b. Lesson Plans</td>
<td>5 (probably 20 LPs)</td>
<td>approx. 100</td>
</tr>
<tr>
<td>c. Tutoring/Teaching (checklist) &amp; Videos</td>
<td>20 (probably 5)</td>
<td>approx. 100</td>
</tr>
<tr>
<td>d. Reflections w/Progress Monitoring</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>e. Tutoring/Teaching Report (TTR)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>f. Attendance &amp; Communication</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>TOTAL FOR COURSE</strong></td>
<td><strong>495</strong></td>
<td>approx. 500</td>
</tr>
</tbody>
</table>
E. **Academic Misconduct Statement.** Any student suspected of engaging in academic misconduct as set forth in section 3335-23-02 of the Code of Student Conduct will be reported to the Committee on Academic Misconduct (COAM). Academic misconduct is defined in the code as “any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Examples include, but are not limited to, violation of course rules, submitting plagiarized work, knowingly providing or receiving information during exams or quizzes, and other such acts of academic dishonesty.

F. **Accommodation Statement.** If you need accommodations due to a disability, you must first register with the Office for Disability Services (ODS). After you receive your authorized accommodation from ODS, you should show me your access plan and discuss your needs with me. Ideally, we should meet within the first week of class.

**Policies Regarding Attendance, Communication, Late Work, and Missed Work.** Attendance is expected, but I am not offended when a student chooses to miss class. If you choose to miss class, I assume it must be a good reason to you. If you ever ask me if it is okay to miss class, I will say “Yes;” however, the consequence for missing class (point loss) will still occur. If you are going to miss a class, you are responsible for getting the information missed from a classmate; however, missed in-class work cannot be made up.

Each student starts the semester with full points for attendance and communication. The consequence of each absence is a loss of points up to the 10% university policy maximum. Points may be lost also for (a) frequent tardies and early exits, (b) coming to class unprepared, (c) not participating, and/or (d) otherwise acting unprofessionally. Points also may be lost for lack of—or delays in—communication about setting up or missing observation and individual conference dates.

**Deadlines** will not be extended. In-class assignments may not be made up. **Late work** can be turned in up to one week after due date but only for up to half credit. No late work will be accepted after April 19.

**Rationale for this Policy:** Though the point deduction may translate into a lower grade for the enrollee, there is a greater concern: that of the material missed. It is my commitment and dedication to your future students with special needs that has driven me to develop a policy that discourages course enrollees from missing classes because that results in missing important information about effective teaching strategies that have the potential to improve educational outcomes for students with disabilities. Given the dismal outcomes that individuals with disabilities experience—both during and after their school experiences—I hope you understand why my attendance policy is strict and why there is no procedure for "making up" absences.

**5000-level U/G Differentiation Statement.** As a 5000-level course, this class is available for both graduate and undergraduate credit. According to the Graduate School Handbook (Section 4.1 Course Credit), a grad. student cannot earn grad. credit for courses numbered 4999 and below. In addition, the “level of the instruction and the work required in courses numbered 6000 and above is of a highly advanced nature.” **By derivation, 5000-level courses should be rigorous enough to merit graduate credit yet accessible to upper level undergraduate students.** One way to accomplish this rigor is to differentiate course expectations for graduate enrollees (e.g., added assignments, different criteria for existing assignments, higher performance expectations on an existing assignment, etc.). This course differentiates expectations for graduate enrollees by higher performance expectations for tutoring/teaching and all assignments.
Statement on Diversity: The College of Education and Human Ecology and the Department of Teaching and Learning affirm the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Lecture Topics, Assignments, and Due Dates

Syllabus Key:  T/T – Tutoring/Teaching; LPs – Lesson Plans; PM – Progress Monitoring

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Session Topic</th>
<th>Assignment</th>
<th>Due Dates &amp; Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 12</td>
<td>Assessment Review/Phonograms/ Syllables/ IDA KP Standards Chart K&amp;P study/review</td>
<td>Assess Student</td>
<td>Assessment Report due Jan. 26</td>
</tr>
<tr>
<td>2</td>
<td>Jan 19</td>
<td>Progress Monitoring (PM) Bring calendars/schedules</td>
<td>Work on LP, develop PM plan</td>
<td>PM Plan due 8 a.m. Jan. 26 1st Lesson Plan due Feb. 2</td>
</tr>
<tr>
<td>3</td>
<td>Jan 26</td>
<td>Motivation Bring calendars/schedules</td>
<td>Work on LPs, develop Motivation plan</td>
<td>PM, Motivation, &amp; 1st Lesson Plans due Feb. 2</td>
</tr>
<tr>
<td>4</td>
<td>Feb 2</td>
<td>Comprehension/fluency/vocabulary building</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Feb. 8, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>5</td>
<td>Feb 9</td>
<td>Individual Presentations and Discussion</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Feb. 15, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>6</td>
<td>Feb 16</td>
<td>Instructional Adaptations</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Feb. 22, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>7</td>
<td>Feb 23</td>
<td>Guest Lecture: Reading Recovery</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Feb. 28, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>8</td>
<td>Mar 1</td>
<td>Individual Presentations and Discussion</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Mar. 7, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>9</td>
<td>Mar 8</td>
<td>Morphology</td>
<td>T/T; LPs, Reflection, &amp; PM graph; Morphological Activity</td>
<td>due Mar. 14, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>10</td>
<td>Mar 15</td>
<td>OSU SPRING BREAK</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Mar. 21, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>11</td>
<td>Mar 22</td>
<td>Discussion: topic TBA</td>
<td>T/T; LPs, Reflection, &amp; PM graph;</td>
<td>due Mar. 28, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>12</td>
<td>Mar 29</td>
<td>Individual Presentations and Discussion</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Apr. 4, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>13</td>
<td>Apr 5</td>
<td>Individual Presentations and Discussion</td>
<td>T/T; LPs, Reflection, &amp; PM graph</td>
<td>due Apr. 11, 8 am in Carmen Dropbox</td>
</tr>
<tr>
<td>14</td>
<td>Apr 12</td>
<td>Topic TBA</td>
<td>Work on TTR</td>
<td></td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Your TTR is due by 9 a.m. on Friday, April 29 in my Ramseyer 204A mailbox. Please see Carmen for details about what should be in your TTR and how it should be compiled. An automatic 10% will be deducted for not following directions for this assignment.</td>
<td>Tutoring/Teaching Report (TTR)</td>
<td>due next week in mailbox</td>
<td></td>
</tr>
</tbody>
</table>