EDRG 5812 EVALUATING LITERACY PROCESSES

Professor: Dr. Jiening Ruan

Time: Monday, 4:25-6:05p.m. (EDRG 5812)

Monday, 6:25-8:05p.m. (EDRG 5821)

Location: ECH-139

Office: Collings Hall, Room 122

Office Hours: 3:00 p.m. - 4:00 p.m. Monday or by appointment

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COURSE DESCRIPTION

EDRG 5812 is a graduate literacy education course designed to help students explore the changing meanings and theoretical underpinnings of literacy evaluation as well as the practical aspects of diagnosing and assessing literate activity in a classroom setting and a clinic setting. Content includes administration and interpretation of standardized, criterion-referenced, and classroom-based instruments and evaluation activities, and how to integrate assessment into instruction and instructional decision-making.

EDRG 5821 is a practicum designed for students to practice administering a variety of assessments to children with reading difficulties. Students will learn to evaluate and interpret assessment results and will also be required to complete a case study report.

COURSE OBJECTIVES

1. To become aware of new directions in statewide and nationwide assessments.
2. To develop understanding of causes and correlates of reading and writing difficulties.
3. To develop understanding of cultural and linguistic issues in literacy assessment and instruction.
4. To meet the competencies for Reading Specialist Certification (Oklahoma/IRA):

REQUIRED TEXTS


* You will also be required to purchase an EDRG 5812 course packet at the King Kopy.

**COURSE REQUIREMENTS**

You will be evaluated on the basis of the following assignments:

**Teacher Portfolio (25%)**

You will chronicle your learning and teaching in this course through the development of a portfolio that represents your performance and your accomplishment of each course objective. Guidelines for developing your portfolio will be presented in class. (1.1, 2.13, 2.18, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5 OK/IRA)

**Clinic Report (25%)**

Throughout the tutoring program you will use assessment measures to help you learn about your student’s literacy performance and interests. You will complete a write-up of each assessment procedure, your findings, and implications for instruction. This assessment report will be shared with the student’s teacher and parents. You will be expected to make any needed revisions before the assessment summaries are approved for distribution. Guidelines for developing your report will be presented in class (1.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4 OK/IRA)

**Theory Into Practice Paper (15%)**

Students will develop a theory into practice paper (10-12 pages). The paper should reflect your recent teaching and learning experiences, your readings and class discussion, and your current thoughts on literacy assessment, evaluation, and instruction. Included in the paper should be information on your theoretical perspective, description of the assessment strategies/methods, and discussion of how they help you understand the strengths and needs of your student(s) and support student learning. The paper should follow APA format (4th ed.) and include an appropriate bibliography (1.1, 2.18, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4 OK/IRA)
In-service Workshop (15%)

Select an issue or topic of interest surrounding literacy assessment and evaluation. Prepare an in-service workshop for teachers and other school learning support staff. Present your workshop to your peers in class. You should provide overheads, handouts, and a bibliography for further reading for your participants as well as an evaluation of your workshop. (1.1, 2.18, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5 OK/IRA)

On-line Journaling and Discussion (10%)

You will post your weekly reflection journal on the Coursenet message board and participate in on-line discussions. Reflections are personal responses to the activities, thoughts, and feelings that occur as you teach, discuss, and observe in EDRG 5812 and 5821. It is critical that you spend time doing these reflections with a level of depth. Each of you will take turns serving as a weekly on-line discussion coordinator. The coordinator will consult with the course instructor about the topics of interest to be discussed on-line in order to promote critical reflective thinking among the peers for the assigned week. The coordinator will facilitate discussions to his/her best ability and knowledge. (1.1, 2.13, 2.18, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5 OK/IRA)

Attendance, Preparation, and Participation (10%)

Students are expected to attend and actively participate in class sessions. Special circumstances should be discussed with the instructor. Students are expected to have completed all assigned readings for class.

STATEMENT OF ACCOMMODATION

Any students in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.