

**READ 6020**  
**Children with Reading Problems**  
**Spring, 2006 online**

Instructor:  
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**Course Description:**

Formal and informal assessments, instructional procedures and materials for improving decoding, word recognition, comprehension and study skills.

**Course Overview:** In this course you will have opportunities to

- Administer and interpret an informal reading inventory
- Administer and interpret a variety of formal and informal reading measures
- Target instruction to meet the needs of a child based on analysis of assessment

**Course Prerequisites:**

- Reasonable proficiency with computer, including using email and word processing programs
- UGA MyID
- Frequent and reliable access to computer in order to complete the course to satisfaction of the instructor. If you lack access to a computer with a high speed internet connection, it is highly recommended that you defer taking this course until you have access or take the on-campus section.

**Required Assessment:**

Leslie, L., & Caldwell, J. (2005). *Qualitative reading inventory-4*. New York: Allyn & Bacon.

**Required Texts:**

McKenna, M. C., & Stahl, S. A. (2003). *Assessment for reading instruction*. New York: Guilford.

Rasinski, T., & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult*. Upper Saddle River, NJ: Pearson.

**Grading:** 90-100 = A    80-89 = B    70-79 = C    60-69 = D    <60 = F

## Course Requirements:

POINTS

### Modules (5 pts each)

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This course is divided into eight modules. You have approximately two weeks to complete each module. Please be sure to keep checking the WebCT calendar for due dates, when a module begins and ends, etc. A module will be closed at nine p.m. on the final day. No assignments will be accepted after the module closes.

Each module will have readings and assignments. Participation is absolutely essential. This class is intended to be interactive and how much we learn depends on the community we form in cyberspace. If a module has a discussion board related to readings, you will be expected to post at least twice to the bulletin board for the module. The postings should relate to the readings, be reflective, and can include responses to the postings of the instructor, the assistant, or other students in the course. These postings must be substantive, state or support an issue, or add a new perspective to the discussion. Most modules will have guiding questions to help you think about our topic.

Use good “netiquette”:

- Check the discussion frequently so that your responses are timely and on the topic
- Focus on one subject per message and use titles that are self-explanatory
- While disagreement is fine, avoid judgment comments that may be taken personally
- Include quotes, references, page numbers, and sources whenever possible
- Vague or general comments may be interpreted as a sign that you haven’t read the material.
- Humor is fine but can be misinterpreted without face-to-face cues.

### Electronic Portfolio

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You will be providing some ongoing assessment and tutoring with a student who is struggling in reading. It cannot be your own child. If you are currently teaching, you can work with a child in your school. If you do not have access to a child, you can come on campus to the reading clinic and a child will be assigned to you for the semester. If you are tutoring off campus, you will submit two tapes (audio or video) of a half hour tutoring session.

The first session, administer an interest inventory. This should be done in conversation with the student and is not to be given as a written task. If your student is a prereader, the Clay Observation Survey should be the first assessment administered. If the child is a reader, the QRI should be the first assessment administered. In addition, other informal and formal assessments, observations, checklists, etc. will be selected by you based on the abilities, age, etc. of your child. These additional assessments will be given throughout the tutoring sessions. You will design an appropriate tutoring program for the student. Tutoring will be the equivalent of 15 hours for the semester. It can be done an hour a week or broken into half hour sessions twice weekly.

An electronic portfolio should be posted by May 5. The format for the portfolio will be discussed in the modules. In addition, two printed copies of the portfolio must be turned in to the course instructor. This report is eventually sent to parents/guardians so it should look professional and be free of any errors. You may share information with your child's parent/guardian, but the final portfolio is not shared until reviewed by the course instructor. You will need to supply a mailing address for your child with the second copy. Printed copies are requested because not all homes have computer access.

### **Tutoring Log**

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Keep a weekly log of your tutoring that includes your activities and instruction with your student as well as a reflection on how the session went, what you are observing, how the child is responding, etc. This log should be posted (weekly) to the bulletin board appropriate for the grade level of the student you are working with. Your log will be evaluated at least twice.

The log should include specific reading strategies/skills identified in your assessment of the student. Use strategy books for resources as well as journal articles, the internet, etc. For each lesson, note which resource was used for planning. A variety of resources is expected.

**Course Content:**

DATE	MODULE	READINGS*
January 5	ORIENTATION Overview of Course; Interest Inventories	
Jan. 9-18	1-QRI	L&C sections 1-5 (background) M&S Ch 3, 9
Jan. 19-Feb. 1	2-Assessing Emergent Readers; Observation Survey; Running Records	R&P Ch 2, 3 M&S Ch 5
Feb. 2-15	3-Formal/Informal Tests	M&S Ch 1, 2, 3, 10
Feb. 16-March 1	4-Assessing Word Analysis and Vocabulary	M&S Ch 6
March 2-22	5-Assessing Comprehension and Fluency	M&S Ch 4, 7
March 13-17	SPRING BREAK	
March 23-April 5	6-Keeping Anecdotal Records, Checklists, Observation Notes	M&S Ch 8 R&P Ch13
April 6-19	7-Matching Student Needs With Instructional Techniques I	R&P Ch 4, 5, 6, 7
April 20-May 1	8-Matching Student Needs With Instructional Techniques II	R&P Ch 8, 9, 11, 12
May 5	ELECTRONIC PORTFOLIO DUE	
May 5	COURSE EVALUATION	

## Technology Helplet

*Created by Rachel J. Pinnow, 2002; updated 12.04.04*

[How do I post to the Discussions area in WebCT?](#)

[How do I post to an individual folder in the Discussions area of WebCT?](#)

[How do I post a document I composed in Word into a message in WebCT?](#)

[How do I download an attached file in WebCT?](#)

[How do the links operate in this course?](#)

### Posting to the Discussions area of WebCT

The WebCT "Discussions" area is made up of many "folders". Each of these folders has been strategically named according to the title of your module. Thus, make sure that you post your assignment to the correct folder.

#### To post to the Discussions area:

1. Click on the word "Discussions" on the Navigation bar to your left. This will take you to the Discussions area.
2. Once you are inside the "Discussions" area, click on "Compose Discussion Message". This will take you to the compose message screen.
3. When composing a message to be posted to the Discussions area, first choose your **topic**. *Please be mindful* as choosing the incorrect topic area will post your message to the incorrect discussion area, which may result in lost participation points.
4. After choosing your topic, type in your **subject**.
5. Now simply place your cursor in the blank "message" screen and begin typing.
6. **PLEASE NOTE:** If you have already typed your message or document in Word (or a similar program) and simply want to copy it

into the message box, all you must do during this step is copy your document in Word, place your cursor inside the 'message' box, **right click** your mouse and choose "paste".

### Posting to an individual folder in WebCT

You can post to any discussion folder by entering that folder (just click on it) where you will be given the exact same message posting screen as in the 'compose' option. If you would rather enter into a folder in order to post your information, simply click on the title of the folder and post according to the instructions above.

### Posting a message in Discussions area of WebCT via an original Word document:

All students are encouraged to type their documents in Word first in order to preserve spelling and grammar integrity of written documents.

If you have already typed your message or document in Word (or a similar program) and want to copy it into the message box, copy your document in Word, place your cursor inside the WebCT 'message' box (either in the Discussions area or a folder), **right click** your mouse, choose **paste** and this will copy your Word document into the message window. Now click on WebCT's "post" option at the bottom of the page to post your message.

### Downloading an attachment in WebCT

1. Click on the discussion message with the attached file that you want to access.
2. Once the message opens, click on the **large paper clip** with the words "**See attached**".
3. Next, click on the **small circle** to the left of the file title then click on the "**Download**" button.
4. Your computer will then ask you where you want to save the document, so all you need to do is direct the file where you want it saved.

### Links

Please note that all links leading to web sites *outside* of this course will open in new browser windows. However, links that are *internal* to this course will open in the same browser window or in a WebCT browser window.

