

COURSE SYLLABUS FORMAT
Southeast Missouri State University

Department of EESE/Extended Learning /Reading Recovery

Course No. EL 682

Title of Course: Intervention Designs for Struggling Learners

Revised _____

New X

I. Catalog Description and Credit Hours of Course:

Differentiating reading and writing instruction within various settings for meeting the needs of struggling learners. RtI: Comprehensive Intervention Model (CIM) as a method. 3 credit hours

II. Prerequisite(s): Permission of instructor

III. Purposes or Objectives of the Course:

The graduate student will demonstrate a knowledge base and skills necessary to:

- A. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections
- B. Demonstrate knowledge of and use instructional grouping options (individual, small group, whole class) as appropriate for given purposes.
- C. Use a wide range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds for appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections
- D. Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultures and linguistic backgrounds including the use of a wide range of texts (e.g., narrative, expository, and poetry).
- E. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write using a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity
- F. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors

IV. Student Learning Outcomes

The graduate student will

- A. Demonstrate knowledge and use of instructional grouping options (individual, small group, whole class) as appropriate for given purposes.
- B. Analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.
- C. Use a wide range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds for appropriate and varied instructional approaches,

V. Expectations of Students:

- A. Complete all assignments and actively participate in class activities, projects, and discussions with a high level of commitment.
- B. Accomplish thoughtful and critical analyses of the assigned material.
- C. Perform graduate-level work with mature and professional integrity.
- D. Analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

The class is designed to promote constructive interactions among candidates, including whole group instruction, small group interactions, and individual conferences.

- A. Intervention Options for struggling learners (6 hours)
- B. Layering intervention models (3 hours)
- C. Determining effective intervention (5 hours)
- D. Intervention and Literacy Teams as Decision-making mechanisms (6 hours)
- E. Evaluating Intervention Effectiveness (3 hours)
- F. Differentiation within Intervention (6 hours)
- G. Grouping Options (3 hours)
- H. Teaching for strategic reading and writing (10 hours)
- I. Reflective and responsive teaching (3 hours)

VII. Textbook(s) and/or Other Required Materials or Equipment:

Dorn, L. & Soffos, C. (2012). *Interventions that work: A comprehensive intervention model for preventing reading failure in Grades K-3*. Boston, MA: Pearson Education, Inc.

Dorn, L. & Schubert, B. (2008). A comprehensive intervention model for reversing reading failure: A Response to Intervention approach. *Journal of Reading Recovery*, 7(2), 29-41.

Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L., & Soffos, C. (2001). *Scaffolding young writers: A writers' workshop approach*. Portland, ME: Stenhouse.

Dorn, L., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

VIII. Basis for Student Evaluation:

Assignment	Percentage	Due Date
Comprehension Intervention School Plan including an intervention wall for struggling students.	33.333 (1/3 of total grade)	Mid Semester
Create 3 lesson plans for Guided Reading Plus lesson at each level: emergent, early, and transitional.	33.333 (1/3 of total grade)	During semester
Develop an individual assessment portfolio for a "focus" child at the appropriate stage of reading development.	33.333 (1/3 of total grade)	End of Semester

Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Grading Scale

- 100-90%= A
- 89-80% = B
- 79-70% = C
- 69% and below= F

X. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XI. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www6.semo.edu/lapdss/index.htm>

XII. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.