Administrative Unit: Education Department

Course Prefix and Number: EDUC 590

Course Title: Analysis and Correction of Reading Difficulties

Number of Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Catalog Description: The study of current commercially prepared instruments for reading evaluation, construction of instruments for classroom and specialist use, and analysis and interpretation of testing results. Final projects will include long-term prescriptive programs for specific identifiable reading difficulties. Offered Early Spring semester.

Prerequisite(s)/Corequisite(s): Graduate Standing.


Course Objectives:

- To understand how to utilize commercially prepared instruments for reading assessments.
- To construct assessment instruments for classroom and specialist use.
- To analyze and interpret test results.
- To develop prescriptive programs to meet the needs of individual students.

Measurable Learning Outcomes:

- Assess visual and auditory processing of readers.
- Assess reading abilities with both formal and informal measures.
- Develop corrective lessons using test results.
- Develop prescriptive programs to meet the needs of individual students.

Topical Outline (major areas of coverage):

- Purposes and Principles of Literacy Assessment
- Analyzing Commercially Prepared Reading Assessment Instruments
- Administration of the Reading Miscue Inventory
- Designing Literacy Assessment Instruments
- Understanding and Utilizing Assessment Results
- Designing Programs to Meet Individual Student Needs

Recommended maximum class size for this course: 15
Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

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Date: September 21, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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