

Minnesota State University Moorhead

EECE 646: Reading Clinic: Diagnosis

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

EECE 645 - Developmental Diagnosis of and Instruction in Literacy; OR

SPED 645 - Developmental Diagnosis of and Instruction in Literacy

Corequisites: None

MnTC Goals: None

Knowledge and application of methods of individual and group assessment, analysis of assessment data, and development of instruction for students with a wide range of reading backgrounds and skills.

Practicum experience with individual students and groups of students required. Prerequisite: EECE/SPED 645 and licensed teaching experience or consent of instructor.

B. COURSE EFFECTIVE DATES: 10/06/2004 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Use and interpret formal and informal assessment measures with students
2. Use assessment-data information to plan appropriate instruction for both individual and small groups of students
3. Strategies based upon individual needs of students
4. Selection of materials from a wide variety of genres
5. Selection of materials mindful of students' attitudes, interests, age and developmental appropriateness
6. Implementation of the use of instructional practices, approaches, and methods, which support the cognitive, cultural and linguistic differences of readers
7. Demonstrate competency through a variety of clinical experiences with elementary, middle, and or high school students

D. LEARNING OUTCOMES (General)

1. A teacher of reading must have knowledge of the foundations of reading processes and instruction
2. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods and curriculum to support reading instruction
3. A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction
4. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted