University of North Carolina at Wilmington

Watson School of Education

SED 368 - 001
Teaching Reading to Students with Special Needs
3 Credit Hours
Fall 2011

Instructor: Terri S. Collins, Ph.D.
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           Office Hours: Monday (9:00 – 11:30; 1:30 – 4:30)
                       Tuesday (12:30 – 1:30; 3:30 – 5:00)
                       Thursday (2:00 – 4:00)
                       Other times by appointment

Meeting Dates: Thursday 6:30 pm- 9:30 pm

Location: Watson School of Education Bldg. Room: 108

Course Description:
This course will provide students with effective strategies and materials in teaching reading to students with special needs. Students will review, discuss, implement, and modify instructional techniques for teaching reading skills to students with exceptionalities. This course will emphasize conducting assessments, developing materials, applying explicit instructional techniques, and identifying accommodations and modifications appropriate to the needs of students. The focus of this course also includes the application of instructional sequences that adhere to the guidelines for teaching phonemic awareness, vocabulary, fluency, comprehension, and the alphabetic principle. Prerequisite: EDN 301; Corequisite: SED 368L

Conceptual Framework:
This course is designed to focus on key components of the Watson School of Education conceptual framework http://www.uncw.edu/ed/pdfs/cf.pdf): The primary mission of the Donald R. Watson School of Education at the University of NC Wilmington is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern NC, the state, and nation. The Watson School is committed to achieving excellence in teacher and administrator preparation in all of its programs. To realize the mission of the

Watson School, thorough grounding in theoretical and empirical bodies of knowledge is provided, the educator's capacity to utilize knowledge to improve schools and enhance learning by children and youth is developed, and commitment to personal, professional, and institutional development is fostered. Assignments in this course will assist students in preparing to be a competent professional and a leader.

Required Texts:

Carnine, D. W., Silbert, J., Kameenui, E. J., & Tarver, S. G. (2010). *Direct Instruction Reading (5th Ed.)* Upper Saddle River, NJ: Prentice Hall.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. **(PDF download link available on Blackboard.)**

Armbruster, B. B., Lehr, F., & Osborn, L. (2001). *Put reading first: The research building blocks for teaching children to read, kindergarten through grade 3.* Ann Arbor, MI: Center for the Improvement of Early Reading Achievement. **(PDF download link available on Blackboard.)**

Course Objectives*:*

Upon successful completion of this course, the student will be able to:
- Demonstrate knowledge of research and theories associated with reading difficulties in students [NCLD 7.1] [NCMD 10.3] [CECCC1] [CECGC3].
- Demonstrate knowledge of the basic reading skills in the North Carolina Standard Course of Study (NCSCOS) for grades K-12 [NCMD 3.1].
- Demonstrate understanding and knowledge of the phonological and morphological structure of the English language [NCLD 1.1] [NCMD 1.1] [NCBED 1.1].
- Identify and describe the components and features of a research-based reading program for students with difficulties in reading that includes oral language, pre-reading, phonological awareness, the alphabetic principle, word recognition, vocabulary, reading fluency, and comprehension [NCLD 1.1, 2.1, 2.2] [NCMD 1.1] [NCBED 1.1, 1.2].
- Demonstrate knowledge and correct use of Direct Instruction programs [CECCC9] [CECGC4].
- Demonstrate ability to teach and utilize a variety of learning strategies for reading [NCLD 2.2] [NCMD 2.3] [NCBED 2.2][CECCC4] [CECGC4].
- Demonstrate an understanding of how culture, language, and disability influence reading achievement [NCLD 4.2] [NCMD 8.2] [NCBED 9.2] [CECCC1;3;6;9] [CECGC6].
- Informally assess a case study student's reading progress using measurable evaluations [NCLD 3.1, 3.3, 3.4] [NCMD 5.1, 5.3] [NCDPIGC6:1;3][CECCC7;8] [CECGC8].
- Analyze phonological and word recognition skills from a reading assessment documenting strengths and weaknesses and with plans that support the goals and objectives for the student(s) [NCLD 7.1] [CECCC7:8].
- Evaluate commercial materials reading program as an effective program for teaching students with reading difficulties [NCLD 9.2].

Course Requirements

ASSIGNMENT	POSSIBLE PTS
Exams (2 @ 50 points each) Mid-term and Final	100
Sounds Check-Out	20
Quizzes – 6 @ 10 pts. each	60
Reading Lesson Plan	50
Evaluation of Reading Program	20
Extra Credit (Study Guides)	8
TOTAL (WITH EXTRA CREDIT)	**258**

Grading Scale:

TOTAL # of PTS	GRADE
225-250	A
200-224	B
175-199	C
150-174	D
149 -below	F

Descriptions of Class Assignments (SED368)

1) Exams:
   Exams will cover both readings and other material covered in class (2 @ 50 points each = 100 points).

2) Sounds Check-Out:
   Before beginning the assessment of your student(s), you will demonstrate mastery of letter sounds. You will have an additional opportunity to demonstrate mastery of these sounds if you are not satisfied with your first attempt. The time for you to complete your sounds check-out will be arranged with the instructor (20 points).

3) Quizzes:
    Quizzes will cover both readings and other material covered in class (6 @ 10 points each = 60 points).

4) Reading Lesson Plan:
   You will write one model reading lesson plan that follows the 6-point lesson plan format and other guidelines distributed in class. This will be an e-portfolio requirement and will be uploaded in TaskStream (50 points).

5) Evaluation of Reading Program:
   You will be assigned to a group to complete an evaluation of a state-adopted beginning
   reading program following the guidelines distributed in class (20 points).

 6) Extra Credit:
   Study guides for each chapter will be uploaded to Bb 9. These are designed to guide
   your readings and assist when preparing for exams. For extra credit, you may submit 2
   before mid-term and 2 after mid-term (prior to the final exam). Each completed study guide
   is worth 2 extra credit points (up to 8 points).

Additional Information:

1) Professional Quality:
   All work done outside class should be typed and of professional quality. Ten percent of the total points
   possible will be deducted if there are more than **two errors** (i.e., in grammar, spelling, or uncorrected
   typos). Directions should be carefully followed. If you do not understand the requirements of an
   assignment it is your responsibility to contact me for additional help prior to the session in which the
   assignment is due. I will provide oral feedback (**once** before the assignment is due) on a draft of an
   assignment, if sufficient time is available for an appointment to be arranged. All assignments should be
   double-spaced using Times or Times New Roman 12-point font. Standard English should be used in
   conversation and for written work.

2) Assignment Guidelines:
   The student is responsible for the information provided on Blackboard 9 (Bb 9) and the
   textbook. Guidelines for content, format, and evaluation of individual assignments will be provided on
   Bb 9. Please follow these guidelines prior to generating assignments. It is recommended that you check
   Bb 9 daily for any announcements. Completed assignments will be uploaded to the link placed on Bb 9.

3) Late Assignments:
   You are expected to submit assignments on the established due dates and you are expected to
   take quizzes/exams at the scheduled times. An assignment is considered late if it is not given
   to the instructor at the beginning of the class session in which it is due or posted to
   Bb by the closing date. Late or incomplete submissions of work will result in a
   deduction of 20% of the possible total points for that assignment. You may use the *Late
   Assignment Forgiveness Pass* (posted on Bb under "Late Pass" folder) for a single
   assignment during the semester. The late forgiveness pass is equivalent to a one week
   extension. Points **will not** be deducted from the assignment if you use the late forgiveness
   pass and turn in the assignment within one week of the original due date. The late forgiveness
   pass may NOT be used for quizzes or exams.

4) Class Attendance:
   Attendance is a professional obligation. You are expected to attend class, be prepared for
   class by having read the assigned material, participate in class activities, and be prepared for
   the quizzes and the final exam. **You are allowed one class absence with not penalty;
   however, more than 2 absences will result in a grade of "F" for the course**. Attendance
   and punctuality will be monitored at the beginning of each class. It is recommended that you

exchange contact information with at least one other classmate (i.e., email and/or phone). If you are absent, you are responsible for getting information and assignments presented during an absence. An absence does not relieve students of the responsibility to turn in an assignment on time.
   *** Please be on time for class and be prepared to stay until class is completed.

5) Communication:
   You must have an active email account and check email daily to facilitate our communication. You should check Bb daily for any announcements/revisions to the course schedule. You should also have specific electronic tools for accessing, writing, editing and communicating course information. These tools include a word processing program such as Word (not WordPad) and PowerPoint (PPT) as well as Adobe Reader.

6) Confidentiality:
   - All identifying names and information should be omitted from written work and discussions. All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
   - Any information that is learned about a particular program or a child and his/her family should be discussed only with the staff of the program, the instructor, and other students in the context of class learning activities.
   - Information should be shared only with the purpose of enhancing your learning and that of your peers, not as gossip.
   - All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
   - Students are expected in interact with children and adults without prejudice or partiality, be sensitive to and respectful of cultural differences, and to refrain from imposing any personal views or values upon children or adults.

7) Undergraduate Academic Honor Code:
   Students are expected to adhere to the Honor Code as described in the *UNCW Student Handbook and Code of Student Life.* Violation of the Honor Code may result in a failing grade in the course. For more information, see http://uncw.edu/stuaff/odos/honorcode/index.html.

8) Standards of Professional Conduct
   "All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession," as outlined in the WSE Standards of Professional Conduct. These standards incorporate:
   - Code of Ethics for North Carolina Educators
   - Code of Professional Practice and Conduct for North Carolina Educators
   - WSE professional expectations outlined in the Performance Evaluation Scale
   - UNCW Code of Student Life

9) Disability Accommodation:
   If you are a person with a disability and anticipate needing accommodations of any type to participate in this class, you must notify Disability Services (Westside Hall, 962-7555),

provide the necessary documentation of the disability, and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please provide a copy of the letter you receive from the Office of Disability Services. If you require accommodations for test-taking, please make sure I have the referral letter no less than three days before the test. For more information see: http://www.uncw.edu/stuaff/disability/index.htm

10) Violence and Harassment:
UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at http://www.uncw.edu/wsrc/crisis.html

11) Cell phones:
All cell phones are **expected** to be turned **off** during class, unless you have an emergency situation and you have received **prior permission** from me. Please do not text during class.

12) Laptops:
Laptops may be used in class to take notes; HOWEVER, checking email, Facebook, etc. should take place during breaks. If this becomes a problem, the class will no longer be allowed to use laptops.

13) TaskStream:
The Watson School of Education requires that all education majors enrolled in methods courses maintain an active account on TaskStream, a web-based curriculum builder and portfolio toolset. You are asked to maintain that account for the duration of your program with the Watson School of Education (www.taskstream.com). Students in these courses will use TaskStream to maintain a Professional Development Portfolio. This portfolio includes evidence of your work to demonstrate progress toward meeting exit requirements and professional standards.

DATE	TOPICS	READINGS	ASSIGNMENTS
8/25 (1)	▪ Syllabus ▪ Overview of Course ▪ Project Follow-Through ▪ "DI" vs "di" ▪ NRP Report	Chapters 1 & 2	
9/1 (2)	▪ Five Big Ideas ▪ ELL students ▪ Evidence-Based Practices ▪ DIBELS ▪ Taskstream	Chapter 2, cont. Chapter 5	**SYLLBUS AGREEMENT/ SOUNDS CHECK OUT**
9/8 (3)	▪ Instructional Materials ▪ Assessments ▪ Delivery of Instruction ▪ DIBELS, cont.	Chapters 3 & 4	**QUIZ #1**
9/15 (4)	▪ Phonemic and Phonological Awareness ▪ Sounds	Chapter 6	
9/22 (5)	▪ Letter/Sound Correspondence ▪ Regular Words	Chapters 7 & 8	**QUIZ #2**
9/29 (6)	▪ Sight Words ▪ Irregular Words ▪ Assessment Practice	Chapters 9 & 10	
10/6 (7)	▪ Vocabulary Instruction ▪ Sentence Comprehension ▪ Story Comprehension ▪ Read-Alouds	Chapters 11 & 12 Review for Mid-Term Exam (Chapters 1 – 12)	**QUIZ #3**
10/13 (8)			**MID-TERM EXAM**
10/20 (9)	▪ Phonic Analysis ▪ Structural Analysis ▪ Multisyllabic Words	Chapters 14 & 15	
10/27 (10)	▪ Irregular Words ▪ Fluency Instruction/Fluency Norms ▪ Story Reading ▪ Vocabulary	Chapters 16 – 18	**QUIZ #4**
11/3 (11)	▪ Inferential Comprehension ▪ Narrative Comprehension ▪ Critical Reading	Chapters 19 – 21	**QUIZ #5 LESSON PLAN**
11/10 (12)	▪ Content -Area Reading ▪ Expository Materials	Chapter 23	

		Chapters 13 & 22	
11/17 (13)	▪ School-wide Reading Programs ▪ Evaluation of Reading Programs	Chapters 13 & 22	**QUIZ #6**
11/24	Thanksgiving Holiday - NO CLASS		
12/1 (14)	Class Presentations Review for Final Exam		
12/8	Reading Day – NO CLASS		**READING EVALUATIONS**
12/15			**Final Exam – 7:00 – 10:00 PM**

Please Note:

- The course schedule is subject to change based on needs of the class and other class situations that may arise. It is the student's responsibility to check Bb & email for course announcements regarding changes.
- Changes in the Final Exam time will NOT be made. If you have a conflict with another exam, please see me to arrange an exam time.