SED 404 - Reading for Exceptional Children
Spring 2011 - M. Eileen Morelli, Ed.D.

Contact Information

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Course Information

Required Texts:

Carmine, Douglas W., Silbert, Jerry, Kame' ennui, Edward J., Tarver, Sara G., Jungjohann, Kathleen. Teaching Struggling and At-Risk Readers, A Direct Instruction Approach, ISBN:013170732-9;
Johns, Jerry L., Lenski, Susan Davis, Improving Reading, ISBN: 978-0-7575-1453-1

Rationale:

This course is designed to provide potential special educators with the theory and skills necessary for success in teaching reading to exceptional students. A wide variety of methods and techniques will be explored for teaching reading to students who have had difficulty learning to read through traditional teaching methods.

Reading for Exceptional Children will address the following Pennsylvania State Standards:

I.D. – Characteristics of cognitive, behavior, physical/health disabled students and the impact of their disability on academic and educational functioning

Related Assignments: Quizzes

I.G. – Selection, administration, evaluation and interpretation of formal and informal assessment tools and methods for determining individual profiles of students including:

- Ecological inventories
- Norm-referenced assessments
- Functional assessments
- Curriculum based assessment, occupational and transition-related assessments

Related Assignment: Curriculum-based Measurement

I.H. – Development and implementation of the Individual Education Program (IEP) and the Individual Transitional Plan (ITP) that integrates assessment data with the general education curriculum

Related Assignment: Mock IEP

I.J. – Selection and implementation of instructional and assistive technologies that support the teaching and learning process

Related Assignment: Mock IEP, Quizzes & Reading Journal

Pennsylvania State Standards (Con'd)

II.A. – Developing and implementing systems that monitor student understanding of content including: formative and summative assessments, providing feedback to students and parents, modifying instructional strategies

Related Assignment: Reading Journal

II.C. – Planning instruction that promotes problem analysis, creativity, decision making and self determination based upon assessment data, academic content, students, community, Pennsylvania Academic Standards and the general education curriculum

Related Assignment: Reading Journal and Basal Lessons

II.D. – Creating an instructional environment that communicates challenging learning expectations to students while utilizing and modifying instructional strategies / resources / technologies to meet learning needs

Related Assignment: Mock IEP, Co-Teaching / Collaboration Project

II.F. – Managing the educational environment to maximize opportunities for communication and interaction

Related Assignment: Mock IEP & Co-Teaching / Collaboration Project

II.G. – Communicating and collaborating with partners

Related Assignment: Co-Teaching / Collaboration Project, Basal Lessons

III.B. – Integrity and ethical behavior, professional conduct as stated in **Pennsylvania's Code of Professional Practice and Conduct for Educators**; and local, state, and federal laws and regulations

III.D. – Establishing and maintaining collaborative relationships with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners

Related Assignment: Practicum experience & Mock IEP

Course Objectives:

The Student Will:

- Identify individual differences that exist in student learning
- Identify general techniques in which a teacher can adjust to individual differences in students, particularly those that develop problems reading
- **Identify instructional techniques in remediating reading difficulties**
- **Identify, administer and score achievement tests, diagnostic reading tests, and informal reading inventories**
- **Develop reading goals and short-term objectives based on the assessment results which will be used as part of a child's IEP**
- **Implement teaching strategies to enhance phonemic awareness instruction**
- **Identify a sequence of essential advanced word-reading skills**
- **Implement strategies for building student reading fluency using repeated readings and other research-based methods**
- **Identify the key components of an effective vocabulary curriculum**
- **Describe the knowledge and skills students need to comprehend narrative and expository text**

Required Assignments:

- **Participation (25 points) – Learning is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. Active participation is essential and will be evaluated in the following way –**
  a. **Excellent – proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought and analysis of the topics under consideration. This does not mean dominating a discussion or using a lot of words to say a very little**
  b. **Satisfactory – reactive participation, supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought or contemplation**
  c. **Minimally acceptable – passive participation; present, awake, alert, attentive but not actively involved**
  d. **Unsatisfactory – uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior**

- **Quizzes (100 points) – Five 20 point quizzes will be given**

- **Reading Journal (30 points)** Directions will be on a separate sheet

- **Co-Teaching/Collaboration Project (40 points) – During your practicum experience you will collaboratively plan and micro-teach a lesson with either your cooperating teacher or another teacher candidate from the elementary education program**

- **Basal Lessons (20 points)** You will teach 2 lessons to your teammates. There will be a phonics lesson and a comprehension or vocabulary lesson. Each lesson will be worth 10 points.

- **Final (30 points) Mock IEP**

Grading Criteria:

Grading will be based upon a point system. Total possible points will be 245 and grades will be determined in the following manner –

Grades	Grade Ranges		%
A	228	245	93%
A-	221	229	90%
B+	216	220	88%
B	201	212	82%
B-	196	205	80%
C+	191	196	78%
C	176	188	72%
C-	172	180	70%
D+	162	171	66%
D	149	163	61%
F	148 or less		< 61%

Expectations:

1. **Professionalism – be on time, call before class if you cannot attend or expect to be late, dress appropriately when in schools (all of these things reflect on your commitment to become a teacher).**

2. **Integrity in your assignments – All written assignments are expected to demonstrate college level work with correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments will lose 10% the first week, and 20% the second week. No late assignments will be accepted after two weeks. Tests that are missed may be made up if the instructor has been notified in advance and documentation for the reason has been submitted. The student and the instructor will make these up at the earliest possible date as determined. It's the student's responsibility to contact the instructor to make arrangements.**

   Plagiarism or turning in other's work as your own will result in a meeting with the Dept. of Education to determine your status as an education student.

   Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness will not be tolerated. Students should be intimately familiar with Westminster College's Academic Integrity Policy, which provides a detailed description of prohibited behaviors and the procedures that will be followed in every case of a violation of the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code is not justifiable excuses.

   Cheating on exams or assignments, plagiarism or class disruptiveness may result in penalties ranging from an "F" on the assignment or the course to expulsion depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Note: The contents and requirements of this syllabus are subject to change at the professor's discretion.

Disability Policy:

Students who desire some form of accommodation for diagnoses learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during a semester, students should inform their instructor immediately of the problem and accommodation needed. Students with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is also available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, circumstances of the student's classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

Course Schedule

Week 1

Tuesday, January 17/ Thursday, January 19

- **Introduction and welcome**
- **Review of Syllabus**
- **Review of the book chapters for process**
- **Chapter 1 – Struggling and At-Risk Readers**
- **Chapter 2 – Instructional Materials**
- **Chapter 1- Motivation, Engagement and Attitudes (Johns and Lenski)**

Week 2

Tuesday, January 24

- **Chapter 3 – Explicit and Systematic Instructional Design**
- **Chapter 1 – Motivation, Engagement and Attitudes (Johns and Lenski**)

Thursday, January 26

- **Chapter 4 – Explicit and Systematic Lesson Presentation Techniques**
- **Chapter 2 Oral Language, Phonemic Awareness, and Beginning Reading (Johns and Lenski**)

Week 3

Tuesday, January 31

- **Quiz 1**
- **Chapter 5 and 6 Phonemic and Phonological Awareness**

Thursday, February2

- **Chapter 7 Letter-Sound Correspondence-Beginning Stage Sequence**
- **Chapter 3 Phonics, Decoding and Word Identification (Johns and Lenski)**

Week 4

Tuesday, February 7

- ***Quiz 2***
- **Chapter 8 – Letter-Sound Correspondence-Primary Stage Sequence**
- **Chapter 9 Word Reading – Beginning Stage**

Thursday, February9

- **Chapter 10 – Phonics and Word Attack – Primary Stage**
- **Chapter 3 – Johns and Lenski**

Week 5

Tuesday, February 14

- **Chapter 11 – Overview of Fluency**
- **Chapter 4 – Fluency and Effective Oral Reading (Johns and Lenski)**
- **Phonics Basal Lesson**

Thursday, February 16

- **Quiz 3**
- **Chapter 12 and 13– Passage Reading**

Week 6

Tuesday, February 21

- **Chapter 14 – Overview of Vocabulary Instruction**
- **Chapter 15 – Vocabulary Instruction – Beginning Stage**
- **Chapter 5 – Vocabulary Development (Johns and Lenski)**

Thursday, February 23

- **Quiz 4**
- **Chapter 16 – Vocabulary Instruction During the Primary Stage**
- **Vocabulary or Comprehension Basal Lesson**

Week 7

Tuesday, February 28

- **Chapter 17 – Overview of Reading Comprehension**

Thursday, March 1

- **Chapter 18 – Comprehension**
- **Discussion of the Co-teaching project and the Reading Journal**

Spring Break- March 3 to March 11, 2012

Week 8

Tuesday, March 13

- **Quiz 5**
- **Chapter 19 – Comprehension**

Thursday, March 15

- **Chapter 6 – Comprehension Strategies (Johns and Lenski)**
- **Comprehension or Vocabulary Basal Lesson**
- **Chapter 21**

Week 9

Tuesday, March 21

- **Chapter 22 and 23**
- **Chapter 7 – Johns and Lenski**
- **Introduction to Reading in the Content Areas**

Thursday, March 23

- **All of Johns and Lenski – How to use in your practicum**
- **Reading in the Content Areas**

Week 10-11

Monday, March 26-Wednesday April 4, 2012
Practicum One for 10 days

- **One of your projects must be finished by the end of this practicum.**

Week 12, 13, 14

Thursday, April 12, 2012

- **Reading in the Content Area**

April 16 – 27, 2012 Practicum Two for 10 days

- **Your second project will be finished by the end of this practicum.**

Week 15

Tuesday, May 1

- **Finish all work and organize into groups for the IEP work**

Thursday, May 3

- **Mock IEP Work**
- **Friday May 4, 2012 is the Mock IEP**

Finals: May 10