1200 Murchison Road
Fayetteville, North Carolina

School of Education
Department of Middle Grades, Secondary and Specialized Subjects
Phone (910) 672 - 1181

SYLLABUS
Teaching Reading to Students with Disabilities – SPED 515-D1
SPRING 2015
(Course Credit Hours: 3.00)

*Textbook information is located at the end of the syllabus.
SUPPLEMENTAL READINGS are available on Blackboard or through UNC libraries databases. Additional supplementary readings may be recommended or assigned at the discretion of the instructor.

INCLEMENT WEATHER notices for the Fayetteville area are posted on the university home page, via text message, on local television stations, via email and on our information phone line at 910.672.1775.

| Course Number & Name: SPED 515-D1Teaching Reading to Students with Disabilities |
| Instructor: Dr. Cynthia Shamberger |
| Phone Number: 910-672-2464 |
| Email Address: cshamber@uncfsu.edu |
| Semester: Spring 2015 |
| Course Location: ONLINE |
| Meeting Day & Time: N/A |
| Office Hours: Tues. 10:00 AM – 11:45 & 1:15 PM – 3:30 PM ; Thur. 10:00 AM – 11:45 & 1:15 PM – 3:30 PM |

THIS SYLLABUS IS SUBJECT TO CHANGE. STUDENTS WILL BE NOTIFIED IN A TIMELY MANNER.

Course Description: This course is designed to introduce students to the knowledge, skills and procedures needed to provide effective instruction for students with disabilities who demonstrate persistent reading difficulties. The course presents research-validated teaching principles, techniques and strategies that will provide a solid foundation on which to build an effective reading instruction program.

Course Structure: This course is designed to provide an online experience. Online sessions will be a blend of self-paced and group activities using Blackboard (https://blackboard.uncfsu.edu/), Taskstream (www.taskstream.com) and other web sites. Activities will consist of collaboration, discussion forums, email, journaling, and web posting.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and
regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

Blackboard Access: This course will be delivered online through a course management system named Blackboard. To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). You can access Blackboard from the FSU homepage and use your FSU login information to enter the site. For help with Blackboard, please contact the ITS Helpdesk at (910) 672-2085 and press Option "7". Passwords are set to expire regularly. You may also reset a password via Citrix, or by logging into the FSU Campus Network.

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203. Also discuss with your instructor your specific disability and instructional needs.

Excused Absences: Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy. The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching. Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence Due to Religious Observance: At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence. The Center will also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy.

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Footnote: Fayetteville State University Undergraduate Catalog pg. 85. Additionally, students will be required to submit an Academic Code of Ethics Agreement pledging their integrity on all work submitted (in Blackboard). This will be referred to during the course if academic dishonesty becomes a concern.
Behavior in the Classroom
The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
Reporting an Incident of Sexual Misconduct: The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Class Attendance
1. Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

2. Failure to comply with the class assignment schedule will be detrimental to your grade.

3. Late submission of any course activities or tasks is not recommended. Assignments that are not submitted to Blackboard within 3 days past the due date, will receive a grade of 0, unless they are accompanied by an “official” excuse. The assignment will be considered late if received after midnight of the due date. Please double-check to make sure you have your name and the assignment name on each paper.

4. Failure to perform any activities or tasks assigned will result in a grade of “0”.

5. Other: Any student missing three or more on-line assignments or e-mail communications will receive an X grade.

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students,
and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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</table>
Research and Leadership (4)  Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.

Respect for Diversity and Individual Worth (5)  Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

Technological Competence and Applications for Student Learning (6)  Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.

Working with Families and Communities (7)  Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.

**Student Learning Outcomes/Professional Standards/Assessments:** Upon completion of this course:

- The student will be able to use various reading methods appropriate to the individual with special needs.
- The student will be able to implement systematic instruction in teaching reading, comprehension and monitoring strategies for students with special needs.
- The student will be able to conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences in reading that support the growth and development of individuals with disabilities.
- The student will be able to develop long-range and short-term individualized instructional plans anchored in both general and special reading curricula.
- The student will be able to design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in the general reading curriculum.
- The student will be able to use systematic, explicit, multi-sensory methods to teach reading.
- Communication Skills: The student will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
- SPED Initial: Candidates will be able to facilitate learning for their students through a repertoire of evidence-and research based instructional strategies and technologies used to individualize instruction for individuals with exceptional learning needs.
<table>
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<tr>
<th>NC Professional Teaching Standards</th>
<th>Assessments</th>
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<tr>
<td>I. Teachers demonstrate leadership.</td>
<td>Professional Presentation of NRP Research</td>
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<tr>
<td>II. Teachers establish a respectful environment for a diverse population of students.</td>
<td>Individualized Lesson Plans</td>
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<td>III. Teachers know the content they teach.</td>
<td>Research Paper</td>
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<td>IV. Teachers facilitate learning for their students.</td>
<td>Individualized Multi-Sensory Activities</td>
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<tr>
<td>V. Teachers reflect on their practice.</td>
<td>Discussion Board Questions</td>
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<td><strong>Standards for Special Education: General Curriculum Teachers</strong></td>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>Twenty-first century teachers have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.</td>
<td>Reading Program Implementation Plan assignment</td>
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<tr>
<td>Twenty-first century teachers have a broad working knowledge of research-verified instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.</td>
<td>Individualized lesson plans with rubric evaluation, Content Project</td>
</tr>
<tr>
<td>Twenty-first century teachers have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.</td>
<td>Individualized lesson plans with rubric evaluation</td>
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**Technology Applications Used in this Course**

1. Power Point
2. Electronic Portfolio System
3. Email
Grading Policy (The FSU grading policy, as per the University Catalog applies to this course.)

1. Failure to comply with the class assignment schedule will be detrimental to your grade.

2. Late submission of any course activities or tasks is not recommended. Assignments that are not submitted to Blackboard within 3 days past the due date, will receive a grade of 0, unless they are accompanied by an “official” excuse. The assignment will be considered late if received after midnight of the due date. Please double-check to make sure you have your name and the assignment name on each paper.

3. Failure to perform any activities or tasks assigned will result in a grade of “0”.

4. Other: Any student missing three or more on-line assignments or e-mail communications will receive an X grade.

5. Your work will be graded and feedback will be provided, as appropriate. Feedback is made available through the Assignment Tab on Blackboard, via email or over-the-phone. You may also schedule a face-to-face meeting or stop by during regular office hours for specific questions or assistance. Work that is submitted before the due date will be graded on or after the due date, and not before. This is the grading approach for the course, as students often submit work early and then re-submit a “corrected” version before the due date. I will grade the latest version of the assignment on or after the due date. I do not want to discourage you from submitting early, but I do not want students to expect a grade until AFTER the due date of each assignment. Please let me know if you have questions about this guideline.

6. Grades will be assigned on an accumulated point basis according to student’s performance on assignments. Points are assigned based upon comparison with established rubrics for success. Rubrics are available in Blackboard, and should be used as a guide for lesson plans, scholarly writing and the final paper. The final paper rubric is also available in Blackboard.

   Total Points = 1470. Final grades are assigned as follows:
   A= 92-100% of points (1352-1470)
   B= 84-91% of points (1235-1351)
   C= 76-83% of points (1117-1234)
   F= below 76% of points (0-1116)

7. Individual and small group assignments will allow students to apply knowledge gained from the course materials and activities. All written assignments must be typed and follow APA format. Several writing resources are posted on the website. Students should also refer to the following self-paced tutorial for APA style: http://www.lib.unc.edu/instruct/citations/apa/index.html
### Assignment Calendar

**THIS SYLLABUS IS SUBJECT TO CHANGE. STUDENTS WILL BE NOTIFIED IN A TIMELY MANNER.**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignments</th>
<th>Due Date</th>
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</table>
| 1    | 1. Submit Ethics Agreement through Assignments. Do not proceed with any other unit work until you have submitted this agreement. (20 points)  
2. Use Discussions on the Blackboard site to introduce yourself to the class. Look around and find an object or a digital image that represents you, or your reasons for taking this course or even something about your research interests. Post a digital image of your chosen object—for example, a scanned image, digital picture or a web-linked image on the discussion board. Explain why you chose the item. Your explanation of the posed object should include a brief description of your expectations of the course and/or the perspective you contribute to the learning community. After you enter your description, comment on the descriptions posted by at least two of your peers. (20 points)  
3. Every student is required to have an active Taskstream account for this course. More Taskstream details are forthcoming. (20 points)  
4. Complete Discussion Question for Unit 1 (10 pts) and respond to at least one other colleague.  
5. Start reading the Moats & Fox books (Press past errors in Fox.) Aim to read 1-2 chapters each per week. A summarizing assignment will be due at midterm. | 1/13/15 by 12:00 midnight.  
Tasks 2-5 are due by 1/16.  
Taskstream accounts must be set up and activated by midnight on 1/16. |
| 2    | 1. Read the National Reading Panel Report located under Course Documents. Write a summary of what you have read, *(Text Says ...)*, and then “talk back” to the reading, *(I say...)*. Talking back means to reflect on the Report, as presented in Course Documents and how the strategies and findings can be shared in your current/future classroom. Include reflections of each of the main headings of the Report. Use the report guide located under course documents to complete this assignment. (30 points)  
2. Complete Discussion Questions for Unit 2 and respond to at least | 1/20/15 by 12:00 midnight. |
one other colleague on each question. (10 pts each)

*A rubric evaluation will be used for this assignment. Please find the Scholarly Writing Rubric under Course Information in Blackboard. *Keep reading the Moats & Fox books. A summarizing assignment will be due at midterm.

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<tr>
<th>3</th>
<th>Read Chapter 2: &quot;Multisensory Structured Language Education&quot; by Moats and Farrell in Multisensory Teaching of Basic Language Skills (J. Birsh, editor), and respond to the following questions:</th>
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<tr>
<td>1.</td>
<td>What are common instructional practices of multisensory structured language education (MSLE) that are consistent with research findings?</td>
</tr>
<tr>
<td>2.</td>
<td>How has science redefined the nature of dyslexia and learning disabilities?</td>
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<tr>
<td>3.</td>
<td>How is the brain organized for reading?</td>
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Your responses should be written in APA format. Please remember to add your name to your paper and submit to Assignments on or before the due date. The scholarly writing rubric (see Course Information) will be used to evaluate this paper. (*This is a Turnitin Assignment.) Turnitin can be accessed through the “Assignment” link in Blackboard. (60 pts total)

Complete Discussion Questions for Unit 3 (10 pts each) and respond to at least one other colleague.

*Keep reading the Moats & Fox books. A summarizing assignment will be due at midterm.

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<tr>
<th>4</th>
<th>Complete the teacher assessment instrument, Knowledge of Language Structure Pre-Test, and submit your answers to Assignments. [Test found under Course Documents-Unit 4] (20 pts)</th>
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<tr>
<td>Read Chapter 3: “Development of Oral Language and Its Relationship to Literacy&quot; by L. H. Soifer in Multisensory Teaching of Basic Language Skills (J. Birsh, Editor). Create a flier on OME and describe how it interferes with language development. (30 pts)</td>
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<tr>
<td>Read Chapter 6: “The History and Structure of Written English” by M. Henry in Multisensory Teaching of Basic Language Skills (J. Birsh, Editor).</td>
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1/31/15 by 12:00 midnight

2/13/15 by 12:00 midnight
4. Complete the Discussion Question for Unit 4 (10 pts) and respond to at least one other colleague.

*Keep reading the Moats & Fox books. A summarizing assignment will be due at midterm.

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<th>5</th>
<th>1. Select one or two students and administer the practice assessment tasks you have been provided. <strong>Students should be ones who are having significant difficulty at the word identification level of reading (rather than students who read accurately but cannot comprehend).</strong> <strong>UNLESS THE STUDENT YOU SELECT HAS A DEFICIT IN WORD IDENTIFICATION, THIS ASSESSMENT WILL NOT WORK, AND YOU WILL HAVE TO USE THE MOCK ASSESSMENT PROVIDED.</strong> Complete and submit a copy of the Student Assessment Summary sheet for each student. (50 points) [The Practice test and Summary are found on the Blackboard Site] Do not proceed with any further work until you have received a grade for this assignment. (If for some reason you do not have access to a student to access, please use the “Sample Student” provided in this Unit. Sample Student Assessment worth 30 points.)</th>
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<td></td>
<td>2. Read Chapter 7 &quot;Assessment of Reading Difficulties&quot; by Marzola and Shepherd in Multisensory Teaching of Basic Language Skills by J. Birsh (editor). <strong>In a two-three page paper, discuss the difference between testing and assessment? (20 points)</strong> Remember to use APA format and properly cite your references. Post this paper in Assignments by the deadline. (<em>Turnitin Assignment)</em></td>
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<td></td>
<td>3. Complete Discussion Questions for Unit 5 (10 pts each) and respond to at least one other colleague.</td>
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|  | *Keep reading the Moats & Fox books. A summarizing assignment will be due at midterm.*

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<tr>
<th>Midterm</th>
<th>10 page Research Paper Due to ASSIGNMENTS. (100 points)</th>
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<td></td>
<td><em>In the research paper, include information you learned from all of your course readings, including Birsh, Moats, Fox, coarse articles and research articles you find on your own throughout the semester.</em></td>
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<td>6</td>
<td>1. Develop a <strong>6-point lesson plan</strong> for teaching a phonemic awareness skill to a student you assessed. Your selection of the phonemic awareness skill to be taught should be taken from your student assessment sheet. <strong>Please include as much detail in the lesson as possible.</strong> (Unit 5 Learning Task) Include the developmental sequence of skills presented in this unit. In your lesson plan, describe the objective of the instruction, focus of the lesson, teacher input, guided practice, independent practice, assessment and materials. Your lesson should include the student's present level of performance, the teaching objectives, and how these objectives are to be achieved. (To receive full credit for this assignment and all future lesson plans that you submit, please use the 6-point lesson plan format found at the top of Unit 6 on the Blackboard site. If you do not follow the sample plan the highest grade you can receive will be 70. Please DO NOT resubmit the assignment for a higher grade. I will grade each assignment only once.) (100 pts)</td>
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1. Read Chapter 4 "Phonological Awareness and Reading: Research, Activities, and Instructional Materials" by Joanna K. Uhry in Multisensory Teaching of Basic Language Skills by J. Birsh (Editor).

2. Visit [http://www.iusd.k12.ca.us/parent_resources/phonemicawareness456.htm](http://www.iusd.k12.ca.us/parent_resources/phonemicawareness456.htm). See how many of the 500 words you can generate with the 37 rimes listed at the end of the web page. Drop your answers in Assignments in MS Word format. (20 points) If there are problems with the webpage, locate the document under Course Documents.

3. Complete Discussion Questions for Unit 6 (10 pts each) and respond to at least one other colleague.


**[If you have not submitted a student summary please do not submit any lesson plans. No further work should be submitted until this task has been accepted by the instructor]**

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<th>7</th>
<th>1. Based on the assessments done in Unit 5, develop a 6-point lesson plan for teaching letter-sound associations for each student you tested. Include a present <strong>level of performance that reflects the student's knowledge of letter-sound associations as well as objectives and instructional activities.</strong> The teaching activities should</th>
</tr>
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3/17/15 by 12:00 midnight | 3/10/15 by 12:00 midnight |
1. Using the information from one of the student assessments, plan two components of a lesson on word identification. The first part should be a lesson for building and changing words and you should write out a sequence of changes that will be demonstrated (at least 10 words). Refer to the instruction in Building and Changing Words with Letters and incorporate changes of addition, deletion and substitution of letters. The second part of the lesson should be activities for teaching a set of irregular words; specify the words and the activities to be used. The items for both parts of the task should reflect the student assessment information. Your lesson should include the student's present level of performance, and each of the components of the 6-point lesson plan. (100 pts)

2. Read Chapter 9 "Teaching Reading: Accurate Decoding and Fluency" by S. Carreker in Multisensory Teaching of Basic Language Skills by J. Birsh (Editor).

3. Respond to the cloze procedure prompts below (40 pts)

   1. A diacritical marking above a vowel that indicates the vowel is short is called a __________________.
   2. The six types of syllables are:
   3. The two syllable division patterns represented in the word porcupine are:

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<th>8</th>
<th>3/24/15 by 12:00 midnight</th>
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<td>1. Using the information from one of the student assessments, plan two components of a lesson on word identification. The first part should be a lesson for building and changing words and you should write out a sequence of changes that will be demonstrated (at least 10 words). Refer to the instruction in Building and Changing Words with Letters and incorporate changes of addition, deletion and substitution of letters. The second part of the lesson should be activities for teaching a set of irregular words; specify the words and the activities to be used. The items for both parts of the task should reflect the student assessment information. Your lesson should include the student's present level of performance, and each of the components of the 6-point lesson plan. (100 pts)</td>
<td></td>
</tr>
<tr>
<td>2. Read Chapter 9 &quot;Teaching Reading: Accurate Decoding and Fluency&quot; by S. Carreker in Multisensory Teaching of Basic Language Skills by J. Birsh (Editor).</td>
<td></td>
</tr>
<tr>
<td>3. Respond to the cloze procedure prompts below (40 pts)</td>
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<tr>
<td>1. A diacritical marking above a vowel that indicates the vowel is short is called a __________________.</td>
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<tr>
<td>2. The six types of syllables are:</td>
<td></td>
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<tr>
<td>3. The two syllable division patterns represented in the word porcupine are:</td>
<td></td>
</tr>
</tbody>
</table>
4. The three syllable types represented in the word porcupine are_____________________________.
5. A _______________ is the smallest unit of language that carries meaning.
6. A letter or group of letters attached to the end of a base word to change its form or usage is called a _______________.
7. An ending added to the end of a word that shows tense, number, person, plural, or possessive is an _______________.
8. A prefix that ends in a vowel is a _______________prefix.
9. A prefix that ends in a consonant is a _______________prefix.
10. The word salamander has ______ syllables and ______ morphemes.
11. The word instructor has ______ syllables and ______ morphemes.
12. The presentation of new materials and concepts in a manner that leads students to deduce or discover the new information is called ________________________.
13. _______________ refers to the sensitivity to and memory of muscle movement.
14. A memory for words and letter patterns is referred to as an _______________ memory.
15. A______syllable ends in at least one consonant after one vowel.
16. Words derived from proper names are called _______________.
17. Two advantages for treating -ture, -age, -sion, and -tion as final stable syllables in initial reading instruction are _______________ and _______________.
18. An adequate reading rate for a third grade is _______________.
19. The rhythmic flow of oral reading is known as _______________.
20. The “self-teaching mechanism” is _______________.

4. Complete Discussion Questions for Unit 8 (10 pts each) and respond to at least one other colleague.

[If your student summary has not been accepted, please do not]
<table>
<thead>
<tr>
<th>Unit</th>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| 9    | 1. Develop a discovery lesson for a spelling pattern or rule appropriate for the student you tested. Your 6 point lesson plan should include the student's present level of performance, the teaching objectives, and each of the components of the 6-point lesson plan. (100 pts)  
2. Read Chapter 10 "Teaching Spelling" by Carreker in Multisensory Teaching of Basic Language Skills (J. Birsh, Editor).  
3. Complete Discussion Questions for Unit 9 (10 pts each) and respond to at least one other colleague. **[If your student summary has not been accepted, please do not submit work for this unit]** | 3/31/15 by 12:00 midnight |
| 10   | 1. Determine a baseline word and/or text reading rate for a student with fluency problems. Describe the procedure used to address this objective. Write an instructional objective or objectives to address this student's needs and develop the 6-point instructional plan for achieving this objective. (100)  
2. Review Chapter 9 "Teaching Reading: Accurate decoding and Fluency" in Multisensory Teaching of Basic Language Skills, Birsh, J.R. (Editor), Baltimore: MD: Brookes Publishing. Visit [http://www.vocabulary.com](http://www.vocabulary.com). Try a few of the Learning Activities and write a one-page letter to a new teacher, Ms. Firsttimeinthe classroom, providing reasons why these multi-media activities could either enhance her instructional plans and increase student achievement, or waste her teaching and planning time. Either opinions are an option, but provide details based on your trial of the activities (20 points).  
3. Complete Discussion Questions for Unit 10 (10 pts each) and respond to at least one other colleague. **[If your student summary has not been accepted, please do not submit work for this unit]** | 4/6/15 by 12:00 midnight |
| 11   | 1. Select a decodable text for one of the students you tested and prepare a comprehension lesson using this material. Alternative: select a passage that you feel the student you tested can read and prepare a set of questions that include ONLY "open" questions based on the story. **Please include some text in your lesson that you will** | 4/13/15 by 12:00 midnight |
1. **Use with the student. [If you did not test a student, please select a text appropriate for the sample student provided for you earlier]** (100 pts)

2. Read Chapter 4 on **Comprehension** (pages 4-1 through 4-115) of the National Reading Panel: Reports of the Subgroups (full report) and prepare a newsletter which summarizes the main points of the section. The newsletter should be targeted for an audience of parents who might need the details described in parent-friendly language. Submit your presentation to Assignments. (35 points)

3. Read chapter 14 "Strategies to Improve Reading Comprehension in the Multisensory Classroom" by Eileen S. Marzola in Multisensory Teaching of Basic Language Skills (J. Birsh, Ed).

4. Complete Discussion Questions for Unit 11 (10 pts each) and respond to at least one other colleague.

5. **Attend Excellence In Teaching Conference at FSU on 4/17. Free to ALL Students!**

   [If your student summary has not been accepted, please do not submit work for this unit]

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**12**

1. **This is your Collaborative Project!** Using the model presented in "Guidelines for Selecting a Reading Program," select a reading program as a group. Evaluate each component of the reading program your team selects by answering **ALL** of the questions provided. This may take some investigative work on the part of your team. Feel free to contact the publisher for answers. Then, the team should develop a Reading Program Implementation Plan for a “New 21st Century School System”. Refer to the Implementation section in Unit 12. Base this plan on your answers to the “Selecting a Reading Program” activity. (140 pts possible for each team member) Please note that students who do not participate fully in the groups effectively, as determined in part by your peer assessments, may receive a lower grade.

2. Complete Discussion Question(s) for Unit 12 (10 pts each) and respond to at least one other colleague.

3. Complete and submit the Knowledge of Language Structure Post-Test handout. (10 pts)

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**Final/Content Project** (due in Taskstream by 5:00 p.m. on 5/2/2015; all final projects are due by the deadline. Late final projects will receive a grade of 0.) (300 points total) - Students will receive the free, Taskstream subscription information via the Course Announcements and FSU
email. Please watch out for these important announcements and instructions. Work that is not sent appropriately in Taskstream will receive a score of “0” on the final project. Students who complete a portion of the project rather than each component will receive a score of “0”. Each component is worth 100 points. Please see the Project Rubric included below.

Note: A CONTENT PROJECT is the culminating major assignment in this course that will be used to assess and evaluate your learning in this course. The rubric for the Content Project is included below for you to refer to for various assignments throughout the course. Familiarize yourself with the rubric and let me know if you have questions regarding how to apply it when completing assignments.

CONTENT PROJECT RUBRIC ...see the 2 pages below

CONTENT PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Not Evident/Not Demonstrated</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>Not Evident/Not Demonstrated (Instructor Comment Required) Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity to academic dishonesty (helping or attempting to help another student cheat) and misrepresentation of academic work.</td>
<td>limited in stating or implying a position or thesis; limited control in organization and development of ideas, inadequate reasons, examples or details to explain key ideas; an accumulation of errors in the use of language; an accumulation of errors in grammar, usage, and mechanics; awareness of formatting</td>
<td>states or implies the writer’s position or thesis; shows control in the organization and development of ideas; explains some key ideas, supporting them with adequate reasons, examples, or details; displays adequate use of language; shows control of grammar, usage, and mechanics, but may display</td>
<td>states or clearly implies the writer’s position or thesis; organizes and develops ideas clearly, making connections between them; explains key ideas, supporting them with relevant reasons, examples or details; displays facility in the use of language; is generally free from errors in grammar, usage, and mechanics; appropriate use of style, in-text and bibliographic formatting</td>
<td></td>
</tr>
<tr>
<td>Levels/Criteria</td>
<td>Not Evident/Not Demonstrated</td>
<td>Emerging</td>
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<tr>
<td>NCDPI 3b. Completes coursework successfully.</td>
<td>Not Evident/Not Demonstrated (Comment Required)</td>
<td>explains, in writing, the basic content appropriate to their teaching specialty, and</td>
<td>discusses at an in-depth level the content knowledge in the teaching specialty area, and</td>
<td>elaborates on motivating students to expand their knowledge in the content area, and</td>
<td>details extending knowledge of subject and prompting student’s natural curiosity of coursework</td>
</tr>
<tr>
<td>Creative Thinking: both the capacity to combine or synthesize existing ideas, images, or expertise in original ways, and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking</td>
<td>Not Evident/Not Demonstrated (Comment Required)</td>
<td>reformulates a collection of available ideas, and</td>
<td>considers new directions or approaches; experiments with creating a novel or unique idea, question, format, or product, and</td>
<td>incorporates new directions or approaches to the assignment in the final product; creates a novel or unique idea, question, format, or product, and</td>
<td>actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment; extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries</td>
</tr>
</tbody>
</table>
## Levels/Criteria

| Research/Literature Review: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Not Evident/Not Demonstrated (Comment Required) | communicates information from relevant sources, and | organizes information from sources, and | synthesizes information from sources; intended purpose is achieved, and | fully achieves the specific purpose, with clarity and depth, uses and shares information for the problem at hand |

| Analysis |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Not Evident/Not Demonstrated (Comment Required) | lists evidence/findings, and | organizes evidence, reveals important patterns, differences or similarities, and | reveals important patterns, differences, or similarities related to focus, and | synthesizes evidence to reveal remarkably insightful patterns, differences, or similarities related to focus |

| Reflection (must include classroom application) |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Not Evident/Not Demonstrated (Comment Required) | describes own performances with general descriptors of success and failure, and | articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness), and | evaluates changes in own learning over time, recognizing complex contextual factors “e.g., works with ambiguity and risk, deals with frustration, references SOE conceptual framework), and | envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts. |

**Final Exam: Content Project** (must be submitted for evaluation in Taskstream by 12:00 midnight on the final exam date/ all final components are due by the deadline. Late final projects will receive a grade of 0. - Work that is not sent appropriately in Taskstream will receive a score of “0” on the final project. Students who complete and submit a portion of the project rather than each component will receive a score of “0”. Please see the scholarly Content Project rubric enclosed.

- Part 1-Complete Research Paper
- Part 2- Multi-media Activity
- Part 3-Reflection

**References** (References for each Unit are available under Course Documents in Blackboard.)

Baltimore, MD: York Press, Inc.

**Teaching Strategies:** In this course, you have the option to work individually as well as in a team of two - four. The intent of teamwork is to encourage dialogue and debate so that you will discuss issues in greater depth than postings to the Discussion Board. Learning can be enhanced when collaboratively constructing knowledge. During the scope of this semester, each team will engage in the development of a planning and implementation activity. The project is broken down into segments that are assigned on a step-by step basis, building logically toward the final paper. You will be developing groups based on common interests and experiences. For that reason, it is particularly important that you populate your Discussion Board and Wiki profiles as early in the semester as possible. When working in groups, it is helpful to establish ground rules and expectations at the very beginning of the activity. Here are a few points you may wish to discuss once you organize your working group:

1. Modes of communication; how frequently to communicate; how quickly to respond to emails?

2. Sharing of responsibilities; peer evaluation; self-evaluation as shown below.

3. Accountability. Think about what you value in terms of team preparation. How will each of you be accountable? Promptness of response, notification of when a delay is inevitable, quality of contribution, and whether a team member participated in each team assignment might be some issues to consider. How will you assess your own participation? Do you need a contract or team charter, benchmarks and deadlines?

4. Places (virtual) for the team to share their work with the larger learning community.

**Withdrawal Information:** Withdrawal from Class- Withdraw from Class means you are withdrawing from 1 or 2 classes that you will not be attending and you have other classes on your schedule that you will attend. Effective fall 2009, students will be allowed only 5 withdrawals from class for the
remainder of your college career. The 6th W will be calculated as "F". Withdraw from the University—Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Please locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm. Also, in addition to your instructor, please contact the Center for Personal Development at (910)672-1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Textbooks:**

**Multisensory Teaching of Basic Language Skills**
Author: Birsh
Edition: 3rd
ISBN: 9781598570939

**Phonics & Structural Analysis for Teacher of Reading**
Author: Fox
Edition: 10th
ISBN: 9780132080941

**Speech to Print**
Author: Moats
Edition: 2nd
ISBN: 9781598570502