



Success in this class is largely based on three factors:

1. Your ability to read and understand the e-text and multi-media presentations,
2. Your ability to manage your time and assignments well, and
3. Your ability to follow directions.

**Fayetteville State University
 School of Education
 Middle Grades, Secondary and Special Education
 Teach Read to Students with Disabilities -SPED 515 - D2
 Fall 2009**

Instructor: Kelly Jackson Charles, MEd, MSA, Ph.D.
 Semester Credit Hours: 3.00 hours
 Day and Time Class Meets: Online
 Email address: kjackso7@uncfsu.edu
 Office Location: Butler Bldg Room # 259
 Office Hours: 9:00 a.m.-11: 00 a.m. Mon-Thurs, and by appointment
 Office Phone: 910.672.2218

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>

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.

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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.

School of education's conceptual framework: The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

Textbooks:

Birsh, J.R. (2005). *Multisensory Teaching of Basic Language Skills* 2nd Edition. Baltimore: Brookes Publishing.

Moats, L.C. (2000) *Speech to Print: Language Essentials for Teachers*. Brookes Publishing.

Fox, B. J. and Hull, M.A. (2006). *Phonics for the Teaching of Reading*.

Student Learning Outcomes: 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.

NC Professional Teaching Standards:

| Standards Used in this Course | NCDPI Professional Teaching Standards | Assessment(s) |
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| x | 1. Teachers demonstrate leadership. | Implementation Plan |
| x | 2. Teachers establish a respectful environment for a diverse population of student. | Individualized lesson plans with rubric evaluation |
| x | 3. Teachers know the content they teach. | Content Project |
| x | 4. Teachers facilitate learning for their students. | Individualized lesson plans with rubric evaluation |
| x | 5. Teachers reflect on their practice. | Discussion Board questions, writing assignments |
| | Standards for Special Education: General Curriculum Teachers | |
| | 1. Twenty-first century teachers know the policies, processes and procedures for providing special education services. | |
| x | 2. 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. | Individualized lesson plans with rubric evaluation |
| x | Twenty-first century teachers have a broad working | Readings, Engagement with instructional CD, Discussion |

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| | knowledge of research-verified instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students. | Board questions, Writings |
| x | 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. | Readings, Instructional Plans, Content Project |
| Technology Applications Used in this Course | | |
| x | | Power Point |
| x | | Electronic Portfolio System |
| x | | Email |
| x | | Internet |
| x | | Multi-media Presentation |
| x | | Course Management Software (Blackboard) |

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. **One point will be deducted from each assignment for each day that the assignment is late.**
3. Failure to perform any activities or tasks assigned will result in a grade of "0".
4. Other: Because this is a graduate level class and the information and skills presented build on each other in a developmental sequence, **any student missing three or more on-line assignments or e-mail communications may be asked to withdraw.**

Grades will be assigned on an accumulated points basis according to student performance on assignments with points assigned based upon comparison with established rubrics for success.

Total Points = 1200
Final grades are assigned as follows:
A= 92-100% of points (1104-1200)
B= 84-91% of points (1008-1103)
C= 76-83% of points (912-1007)
F= below 76% of points (0-911)

Ethics Agreement:

Please cut and paste this agreement, include your name and date in the appropriate spaces and drop the cut and paste document into the digital drop box with your full name and Banner number.

As a student in the online class SPED 515, I agree to the following guidelines:

- I will thoroughly review the course web site on Blackboard and visit it regularly to ensure I am aware of announcements, assignments, deadlines and meetings.
- I understand that for each day that an assignment is late, **one point will be deducted from the points earned on that assignment.**
- I will read the syllabus.
- I will not use Wikipedia as a source for my work, as it is not a scholarly resource.
- I will proofread my assignments in order to catch my mistakes.
- I will complete assignments in a timely and professional manner, including readings, forum discussions, etc. I will submit only **my** work and not the work of other students, persons, or sources. I will cite sources when using ideas from other persons **using APA format for all assignments.** I understand that examples are available under the Course Documents link.
- I will not plagiarize. Plagiarism encompasses presenting, as one's own the words, the work, or the opinions of someone else without proper acknowledgment. Unintentional plagiarism is still plagiarism, and subject to all available sanctions. Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.
- I will communicate with the course instructors or appropriate helpdesk if I need assistance, after having reviewed site to determine I have followed instructions properly.
- I will not send documents prepared in MS Works unless I save in Rich Text Format (RTF) first. I understand that if I fail to do this, my documents may not be read and will have to be resubmitted.
- I agree to withdraw from the course in a timely and appropriate manner if I am unable to keep up and complete assignments.
- I understand that incomplete grades are only to be used for unforeseen emergencies. Therefore, I will complete work well in advance of the end of the course so as not to require this consideration, to the best of my ability.

Name: Date:

| Unit | Assignments | Due Date |
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| 1 | 1. Submit your agreement to the Ethics statement. Do not proceed with any other unit work until you have submitted this | August 23 rd The ethics |

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| | <p>assignment.</p> <p>2. Using the tools link, create a homepage on the Blackboard site to introduce yourself to the class. Add the name of a novel that you will read, from the book list provided under the Books tab, to the Homepage you create. You will need to have read this novel, from the provided list under the Books tab on Blackboard, before the end of the semester (12.04.09) because you will use the novel to complete your final exam, which is due on 12.07.09. You may check out the book from the public or campus library or purchase a copy for yourself. Read the novel throughout the semester, as there are several weeks that no assignments are due for this course. These assignment-free weeks should provide you reading time to complete your novel. No excuses!</p> | <p>agreement and homepage submission, by the due date, can be used for 25 bonus points each, at the end of the semester.</p> |
| 2 | <p>1. Obtain and read the Summary Report of the National Reading Panel. <i>Locate this report by clicking on the link found toward the bottom of the Unit 2 page.</i> Summarize the findings in the areas of Phonemic Awareness Instruction, Phonics Instruction, Fluency and Comprehension. Create a presentation and present it to a group of adults (school personnel, church members, community friends --- anyone who is interested in educational matters). For your presentation please provide the following information: (1) Outline of the presentation including power point slides (60 pts); (2) Details of the real audience and setting for your meeting and include a list of any individuals who prepared and presented the information (40 pts) (include the date, time for presentation, number individuals present and their positions (if school personnel attended) and type of meeting) (3) Please submit your information through the blackboard site.</p> <p>2. Visit at least three of the websites listed in this section to determine the type of information available that is related to reading disabilities. Summarize the information and submit your findings in paragraph form through the digital drop box. (50 pts)</p> <p>3. Complete Discussion Questions for Unit 2 (2questions) (20 pts)</p> | <p>Due By 9/20/09</p> <p>This task takes a lot of time to read and finish, so feel free to move on to the next unit.</p> |
| 3 | <p>1. Read Chapter 2 "Multisensory Structured Language Education" by Moats and Farrell in Multisensory Teaching of Basic Language Skills (J. Birsh, editor) and write a one page summary of the major points made in the chapter. Also indicate how you see teachers using this information. (40 pts)</p> <p>3. Complete Discussion Questions for Unit 3 (3 questions) (30 pts)</p> | <p>due 9/06/09</p> |
| 4 | <p>1. Complete the teacher assessment instrument, Knowledge of Language Structure Pre-Test, and submit your answers. [Found on the Blackboard site-Unit 4] (40 pts)</p> | <p>due 9/27/09</p> |

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| | <p>2. Read Chapter 3 "Development of Oral Language and Its Relationship to Literacy" by LH Soifer in Multisensory Teaching of Basic Language Skills (J. Birsh, Editor).</p> <p>3. Read Chapter 6 "The History and Structure of Written English" by M. Henry in Multisensory Teaching of Basic Language Skills (J. Birsh, Editor).</p> <p>4. Complete Discussion Question for Unit 4 (1 question) (10 pts)</p> | |
| 5 | <p>1. Select one or two students and administer the practice assessment tasks you have been provided. 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). Complete and submit a copy of the Student Assessment Summary sheet for each student. <u>[The Practice test and Summary are found on the Blackboard Site]</u> 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 email me for another option for this assignment.)</p> <p>2. Read Chapter 7 "Assessment of Reading Difficulties" by Marzola and Shepherd in Multisensory Teaching of Basic Language Skills by J. Birsh (editor).</p> <p>3. Complete Discussion Questions for Unit 5 (2 questions) (20 pts)</p> | <p>due 10/11/09</p> |
| 6 | <p>1. Develop a lesson plan for teaching a phonemic awareness skill to a student or group of students. Your selection of the phonemic awareness skill to be taught should be taken from your student assessment sheet. Please include as much detail in the lesson as possible. (Unit 5 Learning Task) Include the developmental sequence of skills presented in this unit. In your lesson plan, describe the objective of the instruction as well as the instructional activities 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 lesson plan format found at the top of unit 6 on the Blackboard site. If you do not follow the sample plan you will receive the grade of 70. Please DO NOT resubmit the assignment for a higher grade. I will grade each assignment only once.) (100 pts)</p> <p>2. 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).</p> <p>3. Complete Discussion Questions for Unit 6 (2 questions) (20 pts)</p> | <p>due 10/25/09</p> |

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| | <u>[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]</u> | |
| 7 | <p>1. Based on the assessments done in Unit 5, develop a lesson plan for teaching letter-sound associations for each student you tested. Include a present <u>level of performance that reflects the student's knowledge of letter-sound associations as well as objectives and instructional activities.</u> The teaching activities should reflect the principles and strategies discussed in this unit. Your lesson should include the student's present level of performance, the teaching objectives, and how these objectives are to be achieved. (100 pts)</p> <p>2. Read Chapter 5 "Alphabet Knowledge: Letter Recognition, Naming, and Sequencing" by K. Allen, Graham Neuhaus, and M. Beckwith in Multisensory Teaching of Basic Language Skills by J. Birsch.</p> <p>3. Complete Discussion Question for Unit 7 (1 question) (10 pts)</p> <p><u>[If your student summary has not been accepted, please do not submit work for this unit]</u></p> | due 11/01/09 |
| 8 | <p>1. Using the information from one of the student assessments, plan two components of a lesson on word identification. The first part should be an activity for building and changing words and you should write out a sequence of changes that will be demonstrated (<u>at least 10 words</u>). 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, the teaching objectives, and how these objectives are to be achieved. (100 pts)</p> <p>2. Read Chapter 9 "Teaching Reading: Accurate Decoding and Fluency" by S. Carreker in Multisensory Teaching of Basic Language Skills by J. Birsch (Editor).</p> <p>3. Complete Discussion Question for Unit 8 (1 question) (10 pts)</p> <p><u>[If your student summary has not been accepted, please do not submit work for this unit]</u></p> | due 11/08/09 |
| 9 | <p>1. Develop a discovery lesson for a spelling pattern or rule appropriate for the student you tested. Your lesson should include the student's present level of performance, the teaching objectives, and how these</p> | due 11/15/09 |

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| | <p>objectives are to be achieved. (100 pts)</p> <p>2. Read Chapter 10 "Teaching Spelling" by Carreker in Multisensory Teaching of Basic Language Skills (J. Birsh, Editor).</p> <p>3. Complete Discussion Questions for Unit 9 (2 questions) (20 pts)</p> <p><u>[If your student summary has not been accepted, please do not submit work for this unit]</u></p> | |
| 10 | <p>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 describe the instructional plan for achieving this objective.</p> <p>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.</p> <p>3. Complete Discussion Question for Unit 10 (1 question) (10 pts)</p> <p><u>[If your student summary has not been accepted, please do not submit work for this unit]</u></p> | <p>due 11/22/09</p> |
| 11 | <p>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 "open" questions based on the story. <u>Please include some text in your lesson that you will use with the student. [If you did not test a student, please select a text appropriate for the sample student provided for you earlier]</u> (100 pts)</p> <p>2. Read Chapter 4 on <u>Comprehension</u> (pages 4-1 through 4-115) of the National Reading Panel: Reports of the Subgroups (full report) and prepare a summary (1-3 pages) and submit your summary to your instructor. (25 points)</p> <p>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).</p> <p>4. Complete Discussion Question for Unit 11 (1 question) (10 pts)</p> <p><u>[If your student summary has not been accepted, please do not submit work for this unit]</u></p> | <p>due 11/30/09</p> |
| 12 | <p>1. Using the model presented in "Guidelines for Selecting a Reading Program," select a reading program and evaluate each component by</p> | <p>due 12/4/09</p> |

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| answering the questions provided. (100 pts) |
| 2. Develop an implementation plan for your school or system. Refer to the Implementation section in unit 12. (40 pts) |
| 3. Complete Discussion Question for Unit 12 (1 question) (10 pts) |
| 4. Complete and submit the Knowledge of Language Structure Post-Test handout. (10 pts) |

Final Exam (50 points)-Prepare a complete Jeopardy Game for imaginary book club friends. Each of the categories and questions should be related to your novel. The Jeopardy Game template can be found at: <http://facstaff.uww.edu/jonesd/games/>

The Jeopardy board must contain 5 categories and 5 questions under each category. The correct answers must also be included in the game. Drop your complete Jeopardy Game in TASKSTREAM, the electronic portfolio system on or before 12.07.09 at 5:00 p.m.

All late assignments will have 1 point deducted for each day that it is late.

PLEASE PLAN AHEAD!!

On-line Resources and References

www.taskstream.com

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 (April, 2000).

There are three items available from this Panel:

1. Report of the National Reading Panel: Teaching Children to Read. Publication Code 0135.

This is the summary report.

2. Report of the National Reading Panel: Teaching Children to Read (Reports of the Subgroups).

This is the full report. Code 0137

3. Teaching Children to Read (video). Code 0135

The home page for all reports from the National Reading Panel is

www.nationalreadingpanel.org

National Institute of Child Health and Human Development

NICHD Clearinghouse

PO Box 3006

Baltimore, MD 20847

1-800-370-2943 or 1-888-320-6942 (TTY)

Every Child Reading (1998). Available from Learning First Alliance, 1001 Connecticut Avenue, NW, Suite 335, Washington, DC 20036; www.learningfirst.org

Hall, S.L. & Moats, L.C. (1999). *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years*, Contemporary Books: Chicago, Illinois.
This book is written for parents but is also useful for teachers. Chapter One provides a readable and accurate account of the crisis in reading in America's schools.

McPike, E. (1995). *Learning to Read: Schooling's First Mission*, American Educator, Vol. 19(2)
American Federation of Teachers (Publisher)
AMEDUCATOR@aol.com
www.aft.com

Several excellent articles on the Double-Deficit Hypothesis can be found in the *Journal of Learning Disabilities*, 2000 (33)

The International Dyslexia Association (IDA)
8600 LaSalle Road
Chester Building, Suite 382
Baltimore, MD 21286-2044
800-ABC-D123; 410-296-0232
info@interdys.org
www.interdys.org

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburg, PA 15234
412-341-1515
www.ldanatl.org

National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1401
New York, NY 10016
800-575-7373; 212-545-7510
www.ncl.org

A separate reference list is also available on the accompanying CD for each Unit.

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