CONCORD
UNIVERSITY

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

SPED 510: Reading Methods for Individuals with Special Learning Needs

CRN: 20545   **Section: 1AS**

Semester Taught (including year): Spring 2019   **Professor: Dr. Nancy G Burton**

Credit Hours: 3   **Office Location: Admin 104B**

Office Hours: MWR 10:00 - NOON

Course Time (if applicable): N/A   **Email: ngburton@concord.edu**

Building and Room Number (if applicable): N/A

Phone: 304-384-5273   **Office Fax: 304-384-5398**

Prerequisites:

>	**SPED 503: Legal and Historical Foundations of Special Education**

>	**SPED 505: Assessment of Individuals with Disabilities**

College/Department Website: http://www.concord.edu/education/

Course Description/Rationale:

Students learn a variety of pedagogical strategies and teaching techniques designed to meet the reading needs of students with special learning needs. The course focuses on the development of language and literacy skills, classifications of reading disabilities, etiology of reading disabilities, assessment and instruction of individuals with reading disabilities, and strategies for improving reading comprehension.

Course Management System: Blackboard

Hardware/Software Needed (include privacy policies, if applicable):

Concord University has purchased the site license for "LiveText" – an electronic program designed to assist students in their compilation of electronic artifacts representative of their coursework. Therefore, an active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. LiveText will be a required resource in several

different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so <u>you only need to purchase the account one time</u>. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Text requirements:

Kamhi, A.G. and Catts, H.W. (2012). Language and Reading Disabilities, (3rd Ed.). Pearson: Boston.

Concord University Educational Goal(s) This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(s).

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.

2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.

3. Attitude: Demonstrate advanced ethical principles in a student's respective program of study.

Specific Learning Outcomes and National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

National Standards

Council for Exceptional Children (CEC) Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Initial Preparation Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Initial Preparation Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Initial Preparation Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Initial Preparation Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Learning Outcomes

Upon successful completion of this course, each student will achieve the following objectives:

1. Discuss the similarities and differences between spoken language and reading as they relate to difficulties in learning to read.

2. Identify characteristics of emergent literacy, the development of work recognition skills, and the development of reading comprehension.

3. Define and classify reading disabilities.

4. Identify causes of reading disabilities.

5. Identify and describe a variety of types of assessment for phonemic awareness, word recognition skills, and reading comprehension.

6. Identify and/or develop methods of addressing reading and/or writing disabilities.

Course Requirements

Participation involves completion of all assigned reading, course curriculum resources, and independent learning activities. Reading and studying the textbook material and Blackboard resources are essential to accomplishing course goals.

Access Blackboard on a continuous basis. Because this course is delivered exclusively online, the primary mode of communication will be through comments on graded materials, discussion boards and Concord email. **Everything you send via Blackboard should also be save to your hard drive, a disc, or a jump drive. It would also be wise to print a "hard copy" for your files.**

All assignments must be submitted on time. Since each Concord University student has been assigned a college email address, you should be aware that some course information may be posted to your email. A list serve for each online class has been developed so that all class member can be contacted easily. It is your responsibility, therefore, to both know your Concord email address and to check your email on a regular basis.

Everything you send via Blackboard should also be save to your hard drive, a disc, or a jump drive. It would also be wise to print a "hard copy" for your files.

Please note that if you have not already done so, you must purchase access to LiveText. While there is no placement for this course, there may be assignments that must be submitted to both Blackboard and LiveText. You will be appropriately notified if this is the case.

Grading Policy and Scale, Make-up Policy, Late Work

> **<u>Grading Scale</u>:**
>
> | | | |
> |---|---|---|
> | A | = | **90-100** |
> | B | = | **80-89** |
> | C | = | **70-79** |
> | D | = | **60-69** |
> | F | = | **Below 60** |

<u>Attendance Policy:</u>

While there is no attendance policy for students who take this course online, there is the requirement of frequent access and completion of assignments as stipulated within Blackboard. It is each student's responsibility to keep up with assigned activities and discussions. Failure to do so may result in loss of opportunity to complete work and/or a loss of points for missed work.

Due to the nature of the coursework you will be completing, a grade of "incomplete" will be reserved for extreme circumstances. No incomplete will be given without a conference with the course professor to determine the justification of the incomplete, the conditions of the incomplete, and the subsequent removal of the incomplete.

Course Timeline (Schedule of Assignments/Assessments/Presentations

SPED 510: Reading Methods for Individuals with Special Learning Needs

NOTE: All items and/or due dates included in this schedule are subject to change at the discretion of the course professor. Students will be notified of any changes made.

ALL Modules and their accompanying assignments are available at the start of the term (JAN 14); however, each module will **CLOSE** on the designated dates below (unless you are notified by the course professor of changes). The closing time for each close date is 11:59 PM.

WEEK	Date	Topic/Module Title	Required Reading	Due Date	Close Date
1	JAN 14	Language and Reading	**Reading:** Chapter 1 *Metaphors for Comprehension *Decoding and Comprehension *A Simple View of Reading	JAN 18	JAN 20
2	JAN 21	Reading Development	Reading: Chapter 2 *Joint Book Reading *Stages of Reading	JAN 25	JAN 27

			*Literacy…Deaf-Blind *Roots of Reading (Discussion)		
3	JAN 28	Defining and Classifying Reading Disabilities	Reading: Chapter 3 *Language-based Perspective *Defining Reading Disabilities *IQ and Dyslexia *IDA Definition of Dyslexia *IDA Website *Michael Giardina (Discussion)	FEB 1	FEB 3
4	FEB 4	Causes of Reading Disabilities	Reading: Chapter 4 *Deficits that Impact Reading *Types of Dyslexia *Misunderstood Minds *Minds in Bloom *Common Learning and Reading Disabilities	FEB 8	FEB 10
5	FEB 11	Assessment and Instruction for Phonemic Awareness and Word Recognition Skills	Reading: Chapter 5 SPL Guidance Document *Support for Personalized Learning: The Role of Assessment	FEB 15	FEB 17
6	FEB 18	Assessment and Instruction for Phonemic Awareness and Word Recognition Skills	Reading: Chapter 5 SPL Guidance Document *Support for Personalized Learning: Levels of Instruction and Reading *Tiered Instruction	FEB 22	FEB 24
7	FEB 25	Assessment and Instruction for Phonemic Awareness and Word Recognition Skills	*Strategies for Beginning Readers *Effective Reading Instruction	MAR 1	MAR 3
8	MAR 4	Perspectives on Assessing and Improving Reading Comprehension	Reading: Chapter 6 *Successful Comprehension *Reciprocal Teaching *Comprehension Strategies	MAR 8	MAR 10
SPRING BREAK MARCH 11 – MARCH 15, 2019					
9	MAR 18	Assessing and Remediating Text Comprehension Problems	Reading: Chapter 7 *Reading Workshop *Using Children's Books *The Cognitive Foundations of Learning to Read: A Framework *Interactive Framework	MAR 22	MAR 24

			Reading: Reading Comprehension Strategies (Article)	MAR 29	MAR 31
10	MAR 25	Reading Comprehension Strategies	*"The Big 7" *Reading Comprehension and English Language Learners *Textbook Tour		
11	APR 1	Spelling Assessment and Intervention	Reading: Chapter 8 *Effects of a Multiple Linguistic and Prescriptive Approach to Spelling Instruction (Article) *Orton-Gillingham Approach	APR 5	APR 7
12	APR 8	Learning to Write	Reading: Chapter 9 *Writing Disabilities: PBS *Dr. Steve Graham Video (YouTube)	APR 12	APR 14
13 & 14	APR 15 & APR 22	Developing Knowledge and Skills for Writing	Reading: Chapter 10 *Graphic Organizers and Writing Skills	APR 26	APR 28
15	APR 29	**FINAL WEEK OF CLASSES** **MAY 3 LAST DAY OF CLASS**		MAY 3	
EXAM WEEK MAY 6 – 10, 2019					

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure
> No students or employees are to report.
>
> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.
>
> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)
>
> *Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

 Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."