SOUTHERN WESLEYAN UNIVERSITY
SYLLABUS

Use Arrow or Tab Keys to Move Cursor

Year 2013   Fall   **x**   Spring _____ May Term _____ Summer School _____

Course Number/Name   EDUC 4043 Methods of Teaching Reading in General and Special Education

Instructor   Jennifer Wagner

The following check list indicates the information required for each SWU syllabus (see *Faculty Handbook* C-130).

___X___ Instructor's name, office number (or telephone number), and office hours

___X___ Course name and number (Including meeting room and time is helpful).

___X___ Objectives stated in terms of student learning OUTCOMES

___X___ Texts and other required material (author, title, publisher, year)

___X___ Grading procedures

___X___ Policies governing late work

___X___ Policies on attendance and tardiness

___X___ Assignments for semester, including reading, test dates (where possible)

___X___ Outline of the course/topics to be covered

___X___ One or more learning objectives relating to approaching issues from a Christian perspective

___X___ One or more activities with a research component

___X___ One or more activities giving the opportunity for the student to work with others

Also helpful:

_X_____ Prerequisites

_____ Reading list or bibliography

Signature   Jennifer Y. Wagner   8-19-13
                    Instructor   Date

"*Educators who demonstrate scholarship within a Christian ethic of care*"

Teaching Reading in General and Special Education
EDUC 4043
3 semester credit hours
Fall 2013

Course Meetings: Tuesday and Thursday, 10:50 – 12:05 pm
Classroom: 122A

Instructor Information

Lecturer: Jennifer Wagner, Assistant Professor of Special Education
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Phone: 644-5358
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Office Hours: MTWTh 8:30 – 10:00; others by appointment.

Mission Statement

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

> **To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love, and hope as they serve Jesus Christ and others.**

Course Description

Issues and problems in reading and writing instruction are introduced with an emphasis on current theory and methods that enhance the literacy program in the elementary school and meet the needs of all children.

Relationship to Conceptual Framework _____

Teaching Reading in General and Special Education is designed to acquaint future professional educators with the idea that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process, in order to successfully prepare elementary pupils for lives of social, intellectual, and personal development. All of this is to be accomplished through a Christian ethic of care.

Rationale

In this course, teacher candidates will learn to incorporate research-based best practices in the teaching of reading for all children in the elementary grades. Methods of instruction to improve oral fluency, comprehension, and phonics will be explicitly taught as addressed in the SC State Standards for Language Arts and the Common Core.

Prerequisites

Admission to the teacher education program, which includes Lock I and junior year status, is required.

Enduring Understandings

1. The student will understand that as teachers they will have to teach all students how to read.

2. The student will understand that teaching reading is a multi-faceted endeavor.

3. The student will understand that they will have to use varied strategies to teach reading.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Explicitly teach, assess, and reflect on best practices in reading education as they pertain to children PK-6, and the Christian ethic of care that guides students in their studies at Southern Wesleyan University. (NAEYC 1,3; ACEI 1, 2.1; ADEPT PS 4-9; INTASC 1,2,4,7,8,11; CEC 4,7,8,9)

2. Describe definitions, prevalence, and educational implications of various reading disabilities, and describe how physiological, cultural, environmental, family, and socioeconomic factors relate to etiology, diagnosis, and intervention. (INTASC 2; NAEYC 1; CEC 2,3)

3. Describe ways to create home/school connections that enhance the children's opportunity to learn to read. (NAEYC 2; ACEI 5.3; INTASC 9, 10; CEC 2,3, 10)

4. Define basic terminology in literacy instruction. (INTASC 1)

5. Identify reading curricula, technological application, resources, and other sources appropriate for students with disabilities. (NAEYC 4; ACEI 2.1; CEC 4,7)

6. Create and teach units and lessons that facilitate learning for children of differing levels of needs and interests. (NAEYC 4; ACEI 3.1- 3.5; ADEPT PS 2-9; INTASC 1,2,3,4; CEC 4,7)

7. Explain how diversity of student interests and backgrounds of experience can enrich the classroom experience. (NAEYC 1; ACEI 3.2; INTASC 1,2,3,5; CEC 3,5)

8. Explain the importance and give examples of ways to establish and maintain high expectations for all students. (NAEYC 1; ACEI 1; INTASC 5)

9. Describe the diverse characteristics of students with mild disabilities, including those with listening, perceptual, memory, attention, and language-related problems, and discuss the impact of these characteristics on the development of literacy skills, including phonological awareness. (INTASC 3; CEC 2,3)

10. Adapt teaching strategies for use with students who have special learning needs. (NAEYC 4; ACEI 3.2, 3.3; ADEPT PS 2; INTASC 6: CEC 4,7)

11. Explain the importance of a risk-free atmosphere and humor in the classroom to maintaining an environment that promotes learning. (NAEYC 1; ACEI 1; INTASC 5,6,9 ; CEC 5)

12. Explain and give examples of ways to provide multicultural experiences in the classroom that are not limited to certain times of the year. (NAEYC 4; ACEI 2.8; INTASC 10, 11; CEC 5)

13. Communicate effectively through professional writing and oral presentation. (ACEI 5.1; CEC 9)

14. Identify professional literature and materials related to the field of literacy instruction and special education, including web resources.

Required Texts

Bursuck, W.D. & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities. (2nd ed.).* Upper Saddle River, NJ: Pearson Prentice-Hall.

* Additional readings may be required and will be made available through library reserve or on the course website in Adobe format.

University Procedures and Policies

Academic Honesty: The honor code is in effect for all assignments, in and out of class. Please refer to the current edition of the University catalog (p.19-20).

Accommodations Statement: If you have a disability that interferes with your learning, test-taking, or completing assignments outlined in the syllabus, please contact Mrs. Martha Mishoe at (mmishoe@swu.edu) or 644-5337. She will help secure the right documentation, know what accommodations are appropriate, and authorize your teachers to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your teachers can provide accommodations unless you specifically request these each semester. Documentation must meet the guidelines of the Americans with Disabilities Act (ADA). We want you to have equal opportunity to learn and have fair assessment of that learning. Your abilities, skills, and efforts should determine your success or failure, not your disability.

Counseling Services: Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Renee Sims at 5131 or 5130, or by e-mail at rsims@swu.edu to schedule an appointment with either Carol Sinnamon, counselor and director, or Emily Germain, masters counselor intern. The counseling center is on the 3rd floor of the Campus Life center near the elevator. Your contact with a counselor is confidential.

Technology Integration: Students will be required to use a word processor for all assignments, access email regularly, download and upload files on the course website, and will access information on the Internet when preparing assignments. The Promethean Board will be utilized during each class, and students will use PowerPoint or other software for class presentations.

Culturally Responsive Teaching: Teacher candidates will learn how to address issues related to different learning styles, varying abilities, and cultural backgrounds in their own classroom. Teacher candidates will accomplish this by developing activities and materials including the use of music, art, and drama incorporated into lessons designed to improve reading skills of all students in elementary grades and in special education programs.

INTASC Standards Addressed _____

Coverage of Standards for Beginning Teacher Licensing and Development
Interstate New Teacher Assessment and Support Consortium (INTASC)

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted for diverse learners.
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (not INTASC)

SPA Standards Addressed _____

Standards- National Association of Education for Young Children (NAEYC)

This course is designed to help teacher candidates master the necessary competencies for beginning teachers as outlined by the **National Association of Education for Young Children (NAEYC)**

Standard 1: Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on the child's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2: Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observation, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4: Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Standard 5: Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Standards- Association for Childhood Education International (ACEI)

This course is designed to help teacher candidates master the necessary competencies for beginning teachers as outlined by the **Association for Childhood Education International (ACEI).**

Development, Learning, and Motivation
1. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Curriculum Standards
2.1 English language arts- Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.8 Connections across curriculum- Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Instruction Standards

3.1 Integrating and applying knowledge for instruction- Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students- Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, and performance skills- Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning- Candidates will use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration- Candidates use their knowledge and understanding of effective verbal, nonverbal, and medial communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment for Instruction

4. Assessment for instruction- Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Professionalism

5.1 Practices and behaviors of developing career teachers- Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation- Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families- Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social, and emotional growth of children.

5.4 Collaboration with colleagues and the community- Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

Standards – Council for Exceptional Children (CEC)

This course is designed to help teacher candidates master the necessary competencies for beginning teachers as outlined by the **Council for Exceptional Children** (CEC).

Standard #2: Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.

Standard #3: Understand how primary language, culture, and familiar backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.

Standard #4: Possess a repertoire of evidence-based instructional strategies.

Standard #5: Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

Standard #7: Realize that individualized decision making and instruction are at the center of special education practice; develop long-range individualized instructional plans anchored in both general and special education curricula, and, in addition, systematically translate these individualized plans into carefully selected short-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Standard #8: Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.
Standard #9: Professional and ethical practice
Standard #10: Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

ADEPT Performance Standards _____

Assisting, Developing, and Evaluating Professional Teaching

All ADEPT Performance Standards (1-10) will be covered during the semester. An overview of all Ten Performance Standards in ADEPT evaluation instrument will be addressed in this course. The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains, as follows:

Domain 1: Planning
APS 1   Long-Range Planning
APS 2   Short-Range Planning of Instruction
APS 3   Planning Assessments and Using Data

Domain 2: Instruction
APS 4   Establishing and Maintaining High Expectations for Learners
APS 5   Using Instructional Strategies to Facilitate Learning
APS 6   Providing Content for Learners
APS 7   Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment
APS 8   Maintaining an Environment That Promotes Learning
APS 9   Managing the Classroom

Domain 4: Professionalism
APS 10 Fulfilling Professional Responsibilities

Response to Dispositions _____
Courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all of the above

Instructional strategies employed

Lecture
Small and large group discussion
Cooperative learning activities
Individual and group reflection
Student presentations
Research
Demonstrations and modeling of effective teaching practices

Student Requirements

Attendance and Participation:
Class attendance and participation is a professional obligation. All attendance policies as stated in the current SWU handbook will be enforced. ***More than 7 absences for any reason will result in no credit for the course. Three tardies will count as an absence. If attendance has been taken, then you are tardy.***

Students are responsible for the information contained in each class meeting, assignment, and handout (including information discussed or distributed when student is absent). ***Students will not be allowed to make up points assigned for participation in in-class activities.*** In the event of an absence, please notify the instructor. It is recommended that you exchange contact information with at least one other classmate (i.e., email and/or phone).

If you are absent, you are responsible for getting information and assignments presented during an absence. An absence ***does not*** relieve students of the responsibility to turn in an assignment on time. If you are going to be absent, send any assignments due for that class period to the instructor via email or the course website by the beginning of class on the due date. Failure to do so will result in a penalty for late work. Extenuating circumstances will be handled on an individual basis.

Electronic Devices:
Students may use laptops as instructed by the faculty member for class related activities only. TURN OFF ALL CELL PHONES. TEXT MESSAGING IS STRICTLY PROHIBITED IN CLASS. THIS IS HIGHLY UNPROFESSIONAL AND OFF-TOPIC. IF YOU HAVE A SERIOUS PROBLEM OR CONCERN, NOTIFY THE SECRETARY AND SHE WILL COME AND GET YOU FROM CLASS IF THERE IS AN EMERGENCY. Cell phones must be placed in hand bags/back packs and must not be visible or manipulated in any manner during class.

Communication:

You must have an active email account to facilitate our communication. You should also have specific electronic tools for accessing, writing, editing and communicating course information. These tools include a word processing program such as Word and PowerPoint (PPT) and capability of reading Adobe formatted documents. Feel free to contact me by e-mail, or by stopping by my office during office hours. I will respond to email within 48 hours (excluding weekends and school holidays).

Professional Quality:

All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling, and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted and students may be asked to redo assignments if they are not completed with professional quality or if they do not meet requirements.

All written assignments must follow APA 6th edition guidelines for professional papers. Unless otherwise noted, all class assignments must be completed with the following considerations:

➢ Using a word processing program using 12 pt. font, double spaced text, and one-inch margins.
➢ Page numbers must be inserted
➢ Student name and title of the assignment must be in the left hand corner on the first page of the assignment.
➢ Multiple pages ***must be stapled***.

Submitting Assignments:

You are expected to submit complete assignments by the beginning of class on the established due dates and you are expected to take exams at the scheduled times. All assignments should be submitted through the course website unless otherwise noted. All assignments should be saved as a word document and titled according the following format: EDUC4043_FIRST INITIAL LASTNAME_ASSIGNMENT TITLE. For example,

EDUC4043_JWagner_HW1

Unless otherwise noted, assignments may be turned in early for credit. Drafts of assignments may also be submitted for general review and feedback until one week before the actual due date.

Resubmitting Assignments:

You may resubmit an assignment on which you earned **half or fewer of the points** (except exams). You may only resubmit an assignment once and it must be resubmitted within one session of receiving the original grade. You may earn up to half of the points missed, which will be added to the original grade. For example, if the original grade was 5/10 points, you may earn up to 2.5 additional points on the resubmitted assignment, which will be added to the original grade for a final grade of 7.5/10.

Late Assignments:

An assignment is considered late if it is not turned in by the beginning of the class session in which it is due. ***Late or incomplete submissions of work will result in a deduction of 20% of the possible total points for that assignment. Work will not be accepted if it is over a week late.***

Course Readings:

All readings are to be completed before the beginning of the class session in which the content will be discussed (see course schedule). Reading guides are available on the course website to help focus your preparation for class discussions and activities.

Lectures, Presentations, Videos:

You are responsible for the information presented in lectures, videos, and all class activities. In the course of the semester, students will engage in a variety of in-class activities and simulations to master and apply course content. These may include class discussion of readings, group activities, case study analysis, and videos. These activities are designed to allow the student the maximum opportunity to interact with the information at the analysis, synthesis, and evaluation levels. Guided notes will be provided for each class session.

Course Assignments and Grades _____

Examinations: Two unit tests (25 points each) and one cumulative final exam (50 points) will be completed. All content (e.g., text, lecture, slides, required readings, class discussions, and guided notes) may be included on the examinations. Examinations may include multiple choice, matching, true/ false, short answer, and/or discussion items. Study guides for each exam will be provided.

Assignments:

- Sounds Checkout (15 points)

    You will schedule a time to meet with the instructor individually and complete a letter-sounds knowledge checkout. The format and expectations for the checkout will be discussed in class and information will be posted on the course website.

- Handwriting Checkout (15 points)

    You will submit a writing sample that demonstrates competency in handwriting. The format and expectations for the checkout will be discussed in class and information will be posted on the course website.

- Article Reviews (30 points)

    Three reviews of articles (10 points each) related to literacy found in peer-reviewed professional journals will be completed. Specific guidelines for the selection of articles, and the formatting and content requirements for each review will be posted on the course website. All article reviews should be completed and uploaded to the course website by the beginning of class on the due date noted on the course schedule.

- Internet Activity: Academic Interventions (20 points)

You will explore a website to identify interventions and strategies to use with students who are struggling with reading. Specific guidelines for this assignment will be discussed in class and posted on the course website. This assignment should be completed and uploaded to the course website by the beginning of class on the due date noted on the course schedule.

- Lesson Plans (50 points)

    You will create 5 lesson plans (10 points each), one for each of the big reading ideas. Specific guidelines will be discussed in class and posted on the course website. Written parts of this assignment should be completed and uploaded to the course website by the beginning of class on the due date noted on the course schedule.

- Teach Lesson Plan (20 points)

    You will teach one (1) of the five lessons outlined above to the class. Specific guidelines will be discussed in class and posted on the course website. Written parts of this assignment should be completed and uploaded to the course website by the beginning of class on the due date noted on the course schedule.

- Long- Range Plan (30 points)

    You will develop three components of a long-range plan (Timeline, Unit Outline, and Assessment) for the first 6 weeks of school for the grade level you intend to teach. Specifications for this assignment will be discussed in class and posted on the course website. All components of this assignment should be completed and uploaded to the course website by the beginning of class on the due date noted on the course schedule.

- Children's Book and Activity Presentation (20 points)

    You will choose a non-fiction, content related children's book that relates to your grade level and standard, and read the book to the class through an interactive read aloud. Specific guidelines for this assignment will be discussed in class and posted on the course website.

Grading Policy:
There are a minimum of 300 points possible in this course. Final grade assignment will be consistent with the college catalog (see grade equivalency catalog below). The instructor reserves the right to increase the number of points possible, but not decrease them.

Grade Equivalency Table

All Grades are reported in increments of 0.1 and range from 0.0 to 4.0 (or P/NC) according to the following scale:

A	4.0
A-	3.7

B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
C-	1.7
D+	1.4
D	1.0
F	0.0
NC	No Credit (does not affect GPA)
P	Pass
S	Satisfactory completion, no credit toward graduation
I	Incomplete
W	Withdrew

Equivalent point value cutoffs for each grade, based on a total of 300 points, are found below.

A	≥ 288	C+	246
A-	276	C	234
B+	267	C-	225
B	261	D+	219
B-	255	D	210
		F	≤ 209

You can record your scores in the spaces below.

Sounds Checkout	/15
Handwriting Checkout	/15
Lesson Plan 1	/10
Lesson Plan 2	/10
Lesson Plan 3	/10
Lesson Plan 4	/10
Lesson Plan 5	/10
Article Review 1	/10
Article Review 2	/10
Article Review 3	/10
Academic Interventions/Internet Activity	/20
Teach 1 Lesson Plan	/20
Long-range Plan	/30
Children's Book and Activity Presentation	/20
Exam 1	/25
Exam 2	/25
Final Exam	/50
TOTAL POINTS	**/300**

Additional Information _____

To view areas of Critical Need and teacher vacancies, go to the following site:

www.cerra.org.

Teacher Candidates seeking jobs in SC may apply on-line at: www.winthrop.edu/scteach.
For further information, you may contact the SC Center for Teacher Recruitment at
1-800-541-7525.

Tentative Course Schedule _____

Date	Topic	Readings Due	Assignments Due
(1) Aug. 20	Introductions and Course Overview How to conduct research		
(2) Aug. 22	Overview of Reading Instruction Big Ideas in Reading National Reading Panel	Put Reading First: Introduction* National Reading Panel Report (pp. 1-18)*	**Handwriting Sample 1**
(3) Aug. 27	Long Range Plans and Daily Lesson Plans		**Article Review #1**
(4) Aug. 29	Response to Intervention Tiered Instruction		
(5) Sep. 3	Direct Instruction Systematic and Explicit Instruction	Ch. 1 (pp. 1-18)	
(6) Sep. 5	Instructional Enhancements Error Correction and Signals	Ch. 1(pp.19-30)	**LRP Timeline**
(7) Sep. 10	**ASSIGNMENT**		
(8) Sep. 12	Phonological and Phonemic Awareness: Skills and Assessment	Ch. 2 (pp. 34-49) Put Reading First Phonemic Awareness*	**Article Review #2**
(9) Sep. 17	Phonemic Awareness: Strategies for Instruction	Ch. 2 (pp.50-73)	
(10) Sep. 19	Beginning Reading/ Early Decoding: Skills and Assessment	Ch. 3 (pp.78-94) Put Reading First: Phonics*	**Final Handwriting Checkout**
(11) Sep. 24	Beginning Reading / Early Decoding: Strategies for Instruction	Ch. 3 (pp.95-139)	**Lesson Plan: PA**
(12) Sep. 26	**EXAM 1**		
(13) Oct. 1	Advanced Word Reading: Skills and Assessment	Ch. 4 (pp.144-158)	**Article Review #3**
(14) Oct. 3	Advanced Word Reading: Strategies for Instruction	Ch. 4 (pp.159-183)	**LRP Unit Outline**
Oct. 7 – 11	**FALL BREAK**		
(15) Oct. 15	Lesson presentations		**Lesson Plan: Phonics**
(16) Oct. 17	Reading Fluency: Overview and Assessment	Ch. 5 (pp.186-201) Put Reading First: Fluency*	
(17) Oct. 22	Reading Fluency: Instructional Strategies	Ch.5 (pp.201-224)	**LRP Assessment**
(18) Oct. 24	IEP's, writing goals		**Sounds checkout**
(19) Oct. 29	Book presentations		**Sounds checkout**

(20) Oct. 31	Book presentations		**Lesson Plan: Fluency**
(21) Nov. 5	Lesson presentations		**Internet Activity: Academic Interventions**
(22) Nov. 7	**EXAM 2**		
(23) Nov. 12	Vocabulary Instruction: Overview and Assessment	Ch. 6 (pp. 229-237) Put Reading First: Vocabulary*	**Long Range Plan**
(24) Nov. 14	Vocabulary Instruction: Instructional Strategies	Ch. 6 (pp.237-268)	
(25) Nov. 19	Comprehension: Overview and Skills	Ch.7 (pp.272-280) Put Reading First: Comprehension*	**Lesson Plan: Vocabulary**
(26) Nov. 21	Comprehension: Instructional Strategies	Ch.7 (pp.280-320)	**Final Sounds Checkout**
(27) Nov. 26	Lesson presentations		**Final Sounds Checkout**
Nov. 27 – 29	**THANKSGIVING BREAK**		
(28) Dec. 3	Lesson presentations		
(29) Dec. 5	Lesson presentations Final Exam Review		**Lesson Plan: Comprehension**
Dec. 10	**FINAL EXAM 2-4 PM**		

Bibliography

Baumann, J. F., & Kameenui, E. J. (Eds.). (2004). *Vocabulary instruction*. The Guilford Press: NewYork.

Beck, I., & Juel, C. (1995). The role of decoding in learning to read. *American Educator, 19* (2), 8, 21-25, 39-42.

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Chard, D. J., & Osborn, J. (1999). Phonics and word recognition instruction in early reading programs: Guidelines for accessibility. *Learning Disabilities Research and Practice, 14* (2), 107-117.

Coyne, M. D., Kame'enui, E. J., & Simmons, D. C. (2001). Prevention and intervention in beginning reading: Two complex systems. *Learning Disabilities Research and Practice, 16* (2), 62-73.

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Online Resources

- Information about the National Reading Panel reports and the National Academy of Sciences summary is available through links at http://www.ed.gov/offices/OESE/reading_resources.html
- US Dept. of Education: http://www.ed.gov/ Order free publications through http://edpubs.ed.gov
- National Institute for Literacy: www.nifl.gov
- National Reading Panel: www.nationalreadingpanel.org
- Center on Instruction: www.centeroninstruction.org
  Five strands: Reading, Mathematics, Science, Special Education, ELL
- University of Oregon resources:
  Beginning Reading Institutes: http://idea.uoregon.edu/~ibr/
  Big Ideas in Beginning Reading: http://reading.uoregon.edu/
  Dynamic Indicators of Basic Early Literacy Skills (DIBELS): http://dibels.uoregon.edu/
  National Center to Improve the Tools of Educators: http://idea.uoregon.edu/~ncite/
- Florida Center for Research in Reading (at Florida State): http://www.fcrr.org
- University of Texas resource: http://www.texasreading.org
- National Center on Student Progress Monitoring: http://www.studentprogress.org/

- National Center for Learning Disabilities: http://www.ncld.org/
- National Center on Response to Intervention: http://www.rti4success.org
- National Research Center on Learning Disabilities: http://www.nrcld.org