

SPED 423  
Jamaica

**Course:** SPED 423 *Teaching Reading to Individuals with Mild to Moderate Disabilities.*

**Instructor:** Dr. Tom Oren  
School of Teaching and Learning  
105 Reid  
[oren@email.wcu.edu](mailto:oren@email.wcu.edu).  
Phone: 227-3290

**Texts:**

Multisensory Teaching of Basic Language Skills, Second Edition  
Edited by Judith R. Birsh, Ed.D.

**Course Topics/Outline**

Session

Day 1	Movie: <i>Like Stars on Earth</i>
Day 2	Lecture: Direct Instruction/unison response/Lesson Plan components Visual and Auditory Drills / Phonemic Awareness/Blending
Day 3	<b>Teaching Simulation:</b> Vis/Aud drills/phonemic aw /blending Lecture: Review and Reinforcement, New Information
Day 4	<b>Teaching Simulation:</b> OG lesson Level One Lecture: Syllable types
Day 5	<b>Teaching Simulations:</b> OG lesson on Level One Review Syllable types; quiz Syllables
Day 6	<b>Teaching Simulation:</b> Combining syllable types Lecture: spelling generalizations activity
Day 7	<b>Teaching Simulation:</b> OG lesson on spelling generalizations; Lecture: comprehension activity
Day 8	<b>Teaching Simulation:</b> Level Two
Day 9	Chapter Presentations (group)
Day 10	wrap up

## **Course Objectives**

- Demonstrate ability to assess individual students' to include a summary of the students reading performance level and assessment of the students' phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary and reading comprehension.
- Demonstrate ability to effectively plan and teach a comprehensive series of daily lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary and reading comprehension and monitoring students' progress in the development of reading skills.
- Demonstrate ability to assess through curriculum based assessment individual students writing ability to include a summary of writing performance and assessment of fine motor skills and the mechanics of writing.
- Demonstrate ability to plan and teach aspects of written language through explicit, multisensory teaching strategies.
- Demonstrate ability to assess individual students' spelling abilities and effectively plan and teach a comprehensive series of daily lessons which include explicit instructional procedures on the rules of spelling.

**Conceptual Framework Statement:** The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: 1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; 2) appreciation of and respect for diversity; 3) and the fostering of the responsible use of technology. This course focuses on employing empirically validated reading strategies to address the diverse needs of individuals with significant reading difficulties.

## **Jamaican Relevancy**

*Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.*

**Diversity Statement:**

Students should be aware of the conflicts and varying expectations that different cultural mores can create and the impact of those conflicts on working with young children and families with cultural differences. Students should learn how perception of individual, family, and community values and behavior could be affected by cultural biases that may create environmental and instructional barriers. This course will focus primarily on diversity as it relates to exceptionalities, in particular reading and writing.

**Technology Requirements:**

Student will use Blackboard to access discussion groups and post assignments when asked.

**Grading:**

1. Lesson Plans/Teaching Simulations: ( 6 lesson plans and lesson simulations x 20 pts =120 points). Students will develop 6 lesson plans (format presented in class) on reading/spelling/writing skills presented in class and present these lessons within a simulated small group lesson situation to their peers. Points are awarded on the inclusion of all essential elements on the lesson plan. A lesson plan format will be provided with all the essential elements to follow.
2. Simulation Feedback: (6 simulation feedback reports x 5 points =30 points). Students will provide feedback to their peers on 10 simulation teaching exercises. Format for feedback will be presented in class. A simulation format will be provided to student with which to observe their peers teaching simulation lessons. Points will be awarded as 1,3, or 5 points dependent on completeness of feedback.
3. Chapter Reflections: (100 pts) Read any 5 chapters in the Birsh text. Two page reflection on the content of the chapter and how it can be incorporated into your students learning. In addition, participation with like chapter readers in leading class discussion on the chapters you have read and reflected upon. At least one chapter should have been read and one reflection completed on that chapter prior to the first class meeting.
4. Develop and Inservice Manual on what was learned in class and develop and teach 5 lessons or components of information presented in class ( further information on these assignments presented in class. (100 points)
5. Comprehension activity: In class using Blooms Taxonomy 20 points
6. Syllable Quiz: 50 points
7. In class assignments – varied up to 100 points, includes Chapter presentation
8. See assignment at end of syllabus due 1<sup>st</sup> day of class

**Scale:**

A+	97.00% and above
A	94.00% through 96.99%
A-	90.00% through 93.99%
B+	87.00% through 89.99%
B	84.00% through 86.99%
B-	80.00% through 83.99%

C+	77.00% through 79.99%
C	74.00% through 76.99%
C-	70.00% through 73.99%
D+	67.00% through 69.99%
D	64.00% through 66.99%
D-	60.00% through 63.99%
F	59.00% and below

**\*\* Pre – class assignment: Due 1<sup>st</sup> day of class.**  
**Read Chapter 1 in Birsh text and write a 1 page**  
**reflection on the most interesting things you**  
**learned.\*\***

#### Related Literature

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT press.

Allington, R.I. (2001). *What really matters for struggling readers: designing research-based programs*. New York: Longman.

Lyons, G.R., Shaywitz, S. F., Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of dyslexia*, 53, 1-14.

Moats L.C. (2009). *The mighty word: Building vocabulary and oral language*. Longmont, CO: Sopris West Educational Services

Torgeson, J.K. (1998). Catch them before they fail. *American Educator*. 1-8.