

SPED 423 *Teaching Reading to Individuals with Mild to Moderate Disabilities.*
Methods and materials for teaching reading to students with mild to moderate disabilities.

Dates: Face to Face (January 6-17, 2020) Follow-up assignment due by February 7th.

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Phoneme Grapheme Card Pack Small have to be purchased (\$19.95 US): Order below

<https://www.orton-gillingham.com/products/471/>

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 mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future. Professional education programs at WCU include preparation programs for teachers, administrators, counselors, school psychologists, and child and family development professionals at the undergraduate, graduate, and doctoral levels.

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.

Assignments:

The Writing and Learning Commons <https://www.wcu.edu/learn/office-of-the-provost/oipe/assessment-and-program-review/periodic-review/urad-wlc.aspx> offers on line writing and research documentation resources to help you strengthen your academic skills and address any writing assignment. To receive individual feedback on your writing, visit Smarthinking <https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/writing-support/> WCU's free academic support service for students who take their classes from off-campus.

The Special Education Program at WCU uses plagiarism prevention software to ensure students have not plagiarized an assignment. Faculty, also, recommend that students take the Plagiarism Self-Test at <http://www.wcu.edu/11869.asp>. Many professors require this as an assignment within specific courses. WCU instructors reserve the right to use plagiarism prevention software (such as SafeAssignment.com), as well as Google, Yahoo, and/or other Internet search engines to determine whether or not student papers have been plagiarized. With plagiarism prevention software, instructors may upload student papers into the searchable database or teach students how to upload their own work as part of the course requirements. It is recommended that students read WCU's Academic Integrity Policy to ensure understanding of consequences related to academic integrity violations. The Academic Integrity Policy is overviewed in this syllabus, but is detailed at <http://catalog.wcu.edu/content.php?catoid=15&navoid=231#honestypolicy>.

Academic Honesty Policy.

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

1. **Cheating.** Using or attempting to use unauthorized materials information, or study aids in any academic exercise.
2. **Fabrication.** Falsification or invention of information or citation in an academic exercise.
3. **Plagiarism.** Representing the words or ideas of someone else as one's own in an academic exercise.
4. **Facilitation of Academic Dishonesty.** Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of "F" in the course. Within 5 calendar days of the event, the instructor will inform his or her department head in writing of the academic dishonesty charge and sanction. See the link below for Academic Honesty Process

Course Topics/Outline

- Phonological Awareness
- Phoneme Knowledge
- Informal Reading Assessment
- Reading Structure (lesson presentation)
- Fluency
- Comprehension

Course Topics/Outline

Session	Readings/Assignment*
1	The first class periods will be devoted to the movie <i>Like Stars on Earth</i>
2	Good and Poor Readers; lecture Direct Instruction/Unison Response/in class assignment
3	Teaching Simulation: DI lesson incorporating unison response
4	Informal reading assessments + Teaching Simulation
6	Teaching Simulation: lecture O-G components
7	Teaching Simulation: lecture O-G components
8	Teaching Simulation: lecture O-G components
9	Teaching Simulation: lecture comprehension/fluency
10	Class Presentations/ Phoneme Characters

Follow up Assignment due 3 weeks after the completion of the face to face class

Grading:

1. Lesson Plans/Teaching Simulations: (multiple O-G lesson plans and lesson simulations x 20 pts). Students will develop multiple 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. (120 points) *Students will also be graded on assessing each colleague's lesson plan and participation in the simulation (50 points).*
2. Phoneme Characters: (50 points) Students will create a PPT of mnemonic names for 25 phonemes in Level 1.
3. Associated class assignments up to 100 points
4. Follow Up assignment: Individual Learner Project: (80 points) Students will identify a student, do an initial assessment, teach 10 lessons, do a post assessment, write results and provide a discussion of the intervention. Specifics of the assignment discussed in 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

Course Evaluation Link:

In order to maintain accreditation with the UCJ and SACS-COC, we must collect feedback from our students regarding courses. Please complete the course evaluation at the end of this course.

Note: Faculty do not see the results of this until the data is aggregated and only after grades have been submitted.

https://wcu.az1.qualtrics.com/jfe/form/SV_0kadtdNPfE3hMp