

**DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION****COURSE PREFIX: SED      COURSE NUMBER: 425      CREDIT HOURS: 3****I. TITLE:** Specialized Reading for Students with Mild Disabilities**II. COURSE DESCRIPTION AND PREREQUISITES:** This course is designed to emphasize the detection and remediation of reading difficulties that are typical for students with mild disabilities. Students will be shown how to recognize and remediate reading difficulties. This course would be appropriate for any education major. Field experiences required.**Prerequisite(s):** None**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference Kentucky Teacher Performance Standards (KTPS), Council for Exceptional Children (CEC) Standards, and Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, the student will be able to

- A.** demonstrate the ability to assess and remediate difficulties students may exhibit with phonemic awareness (KTPS/InTASC # 1, 2, 4, 6, 8; CEC # 1, 4);
- B.** demonstrate the ability to assess and remediate difficulties students may exhibit with word recognition and word identification (KTPS/InTASC # 1, 2, 4, 6, 8; CEC # 1, 4, 6.2);
- C.** demonstrate the ability to assess and remediate difficulties students may exhibit with both oral and silent reading comprehension (KTPS/InTASC # 1, 2, 4, 6, 8; CEC 1, 4);
- D.** demonstrate the ability to assess and remediate difficulties students may exhibit with fluency (KTPS/InTASC # 1, 2, 4, 6, 8; CEC 1, 4);
- E.** demonstrate the ability to assess and remediate difficulties students may exhibit with foundational reading skills, including vocabulary (KTPS/InTASC # 1, 2, 4, 6, 8; CEC # 1, 4);
- F.** demonstrate the ability to determine readiness/instructional levels and use results to individualize instruction with evidenced based strategies (KTPS/InTASC # 1, 2, 4, 6, 8; CEC 1, 4);
- G.** demonstrate the ability to teach reading using appropriate evidence based strategies for readers or nonreaders in a practicum setting (KTPS/InTASC # 1 – 9; CEC # 1 – 7);
- H.** research and present in a professional setting an evidence based reading strategy (KTPS/InTASC # 1 – 10; CEC # 6); and
- I.** write professionally for the field of special education (KTPS/InTASC # 8, 10; CEC # 5, 6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on five (5) course components: Phoneme Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap are explored in the course through the various chapters within the text covering all four topics, and more specifically, in the focus of the strategies and assessments selected in the course notebook for the remediation of specific reading disabilities.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including Kentucky Teacher Standards, Kentucky Educational Professional Standards Board requirements, and InTASC Model Core Teaching Standards will be resources for all teacher candidates.

**IV. CONTENT OUTLINE:**

- A. Teaching Reading as a Science
- B. Causes of Reading Disabilities
- C. Dyslexia
- D. Connections Across Disciplines
- E. Response to Interventions
- F. Formative, Summative, & Diagnostic Assessments
- G. Phoneme Awareness
- H. Phonics
- I. Fluency
- J. Vocabulary
- K. Comprehension
- L. Collaboration / Differentiation

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Lecture and discussion
- B. Small group discussion
- C. Cooperative learning activities/presentations
- D. Reading material and response activities
- E. Chapter quizzes
- F. Written assignments
- G. Practicums
- H. Video presentations
- I. Collaborative Lesson Planning
- J. Research assignment/projects
- K. Exams

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Twelve (12) practicum hours are required in a K – 12 school setting. Experiences should include the co-teaching strategies required in student teaching, as well as individual assistance with students, small group instruction, and/or whole class

instruction. A reading lesson will be planned, delivered, and analyzed following the TPA lesson plan rubric. The lesson plan and analysis will be posted on LiveText as a common assignment. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

**VII. TEXT(S) AND RESOURCES:**

Bursuck, W. & Damer, M. (2015). *Teaching Reading to Students who are At Risk or Have Disabilities (3rd Ed.)*, New York, NY: Pearson Publishing, ISBN–13: 978-0-13-48847.

Sprick, R., Garrison, M. & Howard, L. (2009). *CHAMPs: A proactive and positive approach to classroom management (2<sup>nd</sup> Ed.)*. Eugene, OR: Pacific Northwest. College LiveText – EDU Solutions Student Membership ([www.livetext.com](http://www.livetext.com))

- A. Canvas
- B. Professional publications
- C. Assistive technology
- D. Self-selected books, articles, and activities

**VIII. EVALUATION AND GRADING PROCEDURES:**

*Please Note: Although activities and grading procedures may vary by instructor, the following items are course requirements and all sections must use the same scoring rubric. The \* assignment is a LiveText common course assignments.*

<u>Assignment</u>	<u>Points</u>
*Collaboration/Differentiation Reading Lesson Plan	150
Big Five Notebook	100
Presentations/Projects (3): Read Aloud, Vocabulary Power Point, & Reader’s Theater	300
Research Project	150

Grades will be awarded for performance in accordance with the MSU scale.

<b>Percentage</b>	<b>Grade</b>
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 - 59%	E

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

## **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: [msu.titleix@murraystate.edu](mailto:msu.titleix@murraystate.edu)

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

