I. **TITLE:** SED 425: Specialized Reading for Students with Mild Disabilities

II. **COURSE DESCRIPTION:**
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.

III. **PURPOSE:**
The purpose of this course is to prepare special and general education teachers to work collaboratively with each other, other professionals, and parents in meeting the needs of students with disabilities.

IV. **COURSE OBJECTIVES:**
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. Upon successful completion of this class, the student will be able to:

A. Demonstrate the ability to detect and remediate difficulties students may exhibit concerning word recognition and word identification. (KTS #1, 2, 5)
B. Demonstrate the ability to detect and remediate difficulties students may exhibit with both oral and silent reading comprehension. (KTS #1, 2, 5)
C. Demonstrate the ability to detect and remediate difficulties students may exhibit with fluency. (KTS #1, 2, 5)
D. Demonstrate the ability to detect and remediate difficulties students may exhibit with foundational reading skills. (KTS #1, 2, 5)
E. Demonstrate the ability to determine readiness levels and use results to individualize instruction. (KTS #1, 2, 5)
F. Demonstrate the ability to determine the most appropriate strategies for readers and nonreaders. (KTS #1, 2, 5, 6)
G. Demonstrate the ability to choose effective collaborative and co-teaching strategies for students with reading disabilities. (KTS #6)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on five (5) course activities: 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.

V. CONTENT OUTLINE:
A. Teaching Reading as a Science
B. Causes of Reading Disabilities
C. Dyslexia
D. Connections Across Disciplines
E. Phoneme Awareness
F. Phonics
G. Fluency
H. Vocabulary
I. Comprehension
J. Collaboration and Co-Teaching

VI. INSTRUCTIONAL ACTIVITIES:
A. Lecture and discussion
B. Small group discussion
C. Cooperative learning activities
D. Reading material
E. Written assignments
F. Individual and/or group presentations
G. Video presentations
H. Guest Speakers
I. Research assignments
J. Exams
K. Course Notebook

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VIII. RESOURCES:
A. Blackboard
B. Waterfield Library at Murray State University
C. RACERtrak, ERIC, and the Internet
D. Self-selected books, articles, and activities
E. MSU Computer Centers
F. Professional Publications

IX. GRADING PROCEDURES:
Please Note: Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric. The ** assignments are artifact requirements of the working eligibility portfolio.
A. Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td><em>Collaboration Lesson Plan</em>*</td>
<td>100</td>
</tr>
<tr>
<td>*Big Five Notebook</td>
<td>500</td>
</tr>
<tr>
<td>*Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Examinations</td>
<td>Teacher Discretion</td>
</tr>
<tr>
<td>Assignments</td>
<td>Teacher Discretion</td>
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Assignments are due at the beginning of class. There will be a ten percent penalty for work that is late. Late work will only be accepted at the next class meeting after its due date.

Specific Assignment Requirements:

**Big Five Notebook (500 pts):** Students will keep a Big Five Notebook throughout the semester. The notebook will be divided into five (5) areas: phoneme awareness, phonics, fluency, vocabulary, and comprehension. Each section will be worth 100 points and include: class and text notes (25 pts), instructional activities/assessments (25 pts), chapter notes (25 pts), and reflections (25 pts).

**Examination (100 pts):** A comprehensive open response mid-term examination will be given.

**Presentation (50 pts):** Students will choose to present one component of their collaboration lesson plan to the class.

**Collaboration Lesson Plan (100 pts):** Students will write a reading lesson plan which could be utilized in a collaboration/co-teaching setting. The lesson must follow the TPA format and include components of the Big Five Strategies for teaching reading: Phoneme Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Additionally, it must include technology as part of the lesson implementation. This assignment will replace a comprehensive final.

B. Evaluation:
Grades will be awarded for performance in accordance with the MSU scale. Students’ attendance and participation will be considered when calculating the final grade.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
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<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>0 - 59%</td>
<td>E</td>
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X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

Students are expected to be on time, attend all class meetings, and to stay the entire class period. Any variation of this expectation must be cleared with the instructor prior to class, preferably by e-mail. Three tardies will constitute an absence. After three absences, the student will be required to conference with the instructor. Additional absences may result in a negative flag and a lowering of the final grade by one or more letter grades.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin. Note: Faculty reserve the right to invalidate any examination or other evaluative measure if substantial evidence exists that the integrity has been compromised.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:

XIV. NON-DISCRIMINATION 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, 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.