

**SPED 5310**  
**Teaching Reading and Language**  
**to Students with Disabilities**

**SPED 5510**  
**Curriculum for Students with Severe**  
**Disabilities (Part 1)**

Semester:	Fall 2009
Credits:	4
Days & Time	Monday & Wednesday 4:30 – 6:20
Location	EDUC 130
Instructor:	Timothy A. Slocum, Ph.D.
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Office	EDUC 314
Office Hours	Mon. 9:00-11:00, Thurs. 12:00-1:00, drop in, and by appointment
Phone	435-797-3212

### **Texts**

The required text for this course is:

Carnine, D.W., Silbert, J., Kameenui, E.J., Tarver, S.G., & Jungjohann, K. (2006).  
*Teaching Struggling and At-Risk Readers: A Direct Instruction Approach*.  
Pearson: Upper Saddle River, NJ.

Additional readings will be distributed during the semester.

### **Purpose**

The course has three main purposes:

- 1) Students will use direct instruction techniques to teach basic language skills, reading and language arts to pupils with diverse learning needs including those with disabilities. These interactive small-group instructional skills may be used in a broad range of instructional situations with or without scripted programs. These techniques inherently require differentiation of instruction to meet students' specific instructional needs.
- 2) Students will understand reading and language curriculum and instruction such that they will be able to effectively teach these topics to students with disabilities. Students will use this understanding to design lessons in reading and language arts that meet the needs of diverse learners including those with disabilities.
- 3) Students will analyze and solve instructional and management problems. This problem-solving will include collection of relevant behavioral and academic data (e.g., progress monitoring with curriculum based assessment) and using that data in decision-making. The specific problem-solving done in the course will contribute to broad and generalizable educational problem-solving skills.

## Lecture Notes and Other Materials

Lecture notes, handouts, on-line lectures and other materials will be posted on the course Blackboard site under “Course Content” and the relevant week. Each week’s material will be posted approximately five days before the week begins. This allows the instructor to make modifications during the semester.

## Course Assignments

Initial Competencies: These are graded pass/fail. To show competency, students: 1) demonstrate competence on basic Direct Instruction signals, and 2) demonstrate correct pronunciation of letters and letter combinations. Students must demonstrate these competencies in order to pass the course. The Initial Competency tests are detailed in a separate handout.

Quizzes: Quizzes will be given weekly. **No make-ups will be given.** Quizzes will cover the readings and lectures. Each quiz will be closely aligned with the study guide. In order to be successful on quizzes, it is imperative that students can answer all items on the study guide. A brief period of discussion of study guide items will be scheduled before each quiz. Graded quizzes will be returned in a timely manner. Students’ lowest quiz score will be dropped in calculating final grades for the class.

Assignments: Students will complete 2 (severe program) or 4 (mild/moderate program) out-of-class assignments. Each of these will provide independent practice on particular aspects of reading lesson design and reading instruction. The assignments will focus on the following topics:

Assignment 1: Placement testing and placement decisions	All
Assignment 2: Designing instruction in basic decoding skills	All
Assignment 3: Designing instruction in advanced decoding skills	M/M only
Assignment 4: Designing vocabulary instruction	M/M only

Each assignment will be described in detail in a handout posted on Blackboard under “Course Content”. Assignments should be submitted as Word documents through Blackboard’s Assignment feature. Graded assignments will be returned via this same Blackboard Assignment feature.

The Word document should be labeled with your last name, 5310, “A,” and the assignment number. For example, Jane Doe’s document title for the first assignment would be: “**DoeJ.5310.A1.**” Please also include your name within the document text.

Assignments must be submitted on time. Assignments are due by midnight on the day indicated in the syllabus. Ten percent will be deducted from late papers.

**Mild/Moderate Only: Data Based Decision Record (DBDR).** You will keep a daily record of the performance of each of your students in oral reading and comprehension. You will also record daily comments on other aspects of your teaching and your students' performance, and changes that you will make in instruction and management based on the data. You will submit these assignments through Blackboard's Assignment feature. This assignment will be explained more fully in a handout. When submitted, the document should be labeled with your last name, 5310, "DBDR," and the DBDR number. For example, Jane Doe's document title for the first DBDR would be: "**Doe.5310.DBDR1.**" These assignments must be submitted on time. Ten percent will be deducted from late papers.

**Mild/Moderate Only: Optional Final.** An optional final exam will be administered. You can use your grade from this exam to substitute for any one of the following:

- Your 2 lowest grades on quizzes
- Your lowest assignment grade
- Your lowest DBDR grade

If your final exam grade does not improve your overall course grade, it will not be counted.

## **Changes in Course Assignments and Schedule**

The instructor reserves the right to adjust the course assignments, quizzes and schedule in order to best attain the objectives of the course. Any changes in assignments, due dates, quiz dates, and quiz content will be announced in class.

## **Accommodations and Alternate Format Materials**

In coordination with the USU Disability Resource Center (DRC), reasonable accommodation will be provided for qualified students with disabilities. Please notify the instructor during the first week of class if accommodations are necessary. Accommodations and alternate format materials are available through the DRC found at TSC 104 or call 435-797-2444 TTY: 435-797-0740.

## **Overall Grading**

Grades for the course will be computed as follows:

<b><u>Assignment</u></b>	<b><u>% of Total</u></b>
Quizzes	33
Assignments	33
Data Based Decision Records	<u>34</u>
	100

Final grades will be based on the following scale:

A	95 - 100%	C+	78 - 79%
A-	90 - 94%	C	74 - 77%
B+	88 - 89%	C-	70 - 73%
B	84 - 87%	D+	68 - 69%
B-	80 - 83%	D	60 - 67%
		F	Below 60%

## Group Work and Academic Integrity

We encourage group work in many course activities; however, in the past there have been situations in which group work could have been considered cheating or plagiarism.

“Legitimate” group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, etc., which you take into consideration in the development of *your unique and individual product*.

Reading the text and writing answers to the study guide items, *then* working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating.

Drafting the assignments, *then* comparing specific aspects of your product to others’ and discussing how to handle specific words, and how to teach classes of words is legitimate and encouraged. Copying someone else’s word lists or formats is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment.

Here is a guideline: If you discuss some parts of the assignment (less than  $\frac{1}{4}$ ) and you do not write down any decisions until after the discussion, you are on safe ground. The discussion has improved your understanding of the task, and this understanding then leads to a higher quality product.

**Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructors, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.**

## SPED 5310 CLASS SCHEDULE – Fall 2009

Week	Date	Topics	Quizzes, Assignments & DBDRs
1	24-Aug	Welcome and Introduction Importance of Effective Reading & Language Instruct. Introduction to Direct Instruction Explanation of Syllabus	Just make it to class!
	26-Aug	Fundamentals of Direct Instruction Rationale for Direct Instruction Techniques  Introduction to Signals/Formats and Sounds Description of Initial Competencies Checkout	Read Carnine Ch. 1, 3, 4,
2	31-Aug	Review Signals/ Formats and Sounds	Quiz on Fundamentals of DI Read Watkins & Slocum '04
	2-Sep	Overview of Programs Used in Practica (LL, RM, CR) Placement Testing and Decision Making (LL, RM, CR) Practice Placement Testing	(Bring the teacher's guides for LL, CR, RM)
3	07-Sep	Labor Day – No Class	
	09-Sep	Corrections Basic Classroom Management	Quiz on Signals, Program Overviews, Placement (Bring the teacher's guides for LL, CR, RM)
<i>Extra Session</i>	<i>09-Sep 8:00-11:00 AM</i>	<i>Initial Competency Checkouts Location: CPD 151 Presentation &amp; Signal Checkout Sounds Checkout</i>	Initial Competency Checkouts
4	14-Sep	Format Practice Language for Learning Reading Mastery I and II RM upper levels and Corrective Reading	Quiz on Management and Corrections  (Bring the teacher's guides for LL, CR, RM)
	16-Sep	Problem solving on instruction and management Linking class with practicum	
5	21-Sep	<i>(Split into groups)</i> Data Based Decision Making	<b>Assign. 1: Placement Assignment Due</b>
	23-Sep	Teaching the Language for Learning program- Part I	LL 1-54, 117 Start DBDR data collection (Bring LL)
6	28-Sep	Problem solving for instruction and management Teaching the Language for Learning program- Part II	LL 118-141 (Bring LL)
	30-Sep	Direct Instruction Approach to Beginning Reading I Phonological & Auditory Skills Letter-sound correspondence	Read Ch. 5, 6, 7  Quiz on Lang for Learning
7	05-Oct	Direct Instruction Approach to Beginning Reading II Sounding out words	Read Ch. 9

		Transition to sight words Irregular words at beginning stage	<b>DBDR #1 Due</b>
	07-Oct	Direct Instruction and other materials Other reading programs (Ed Mark, Reading for All Learners, Open Court, Reading Interventions)	Quiz on Beg. Rdg. Instruction
8	12-Oct	<i>(Split into groups for remainder of classes)</i> Basic Decoding Letter combinations VCe words Irregular words at later stage	Read Ch. 8, 10
	14-Oct	Problem solving for instruction and management Advanced Decoding: Structural Analysis I	Quiz on Basic Decoding
9	19-Oct	Problem solving for instruction and management Advanced Decoding: Structural Analysis II	<b>Assign. 2: Basic Dec. Assign. Due</b>
	21-Oct	Problem solving for instruction and management Strategies for group passage reading	Read Ch. 11, 12, 13  Quiz on Advanced Decoding
10	26-Oct	Problem solving for instruction and management Building reading fluency	<b>DBDR #2 Due</b>
	28-Oct	Problem solving for instruction and management Vocabulary Instruction I Morphographs Contextual Analysis	Read Ch. 14, 15, 16 <b>Assign. 3: Adv. Decoding Assign. Due</b> Quiz on Passage Reading & Fluency
11	02-Nov	Problem solving for instruction and management Vocabulary Instruction II Specific word instruction	
	04-Nov	Problem solving for instruction and management	Quiz on Vocab. Instruction
12	09-Nov	Problem solving for instruction and management Comprehension Instruction Primary Level Intermediate Level	Read Ch. 17, 18, 19
	11-Nov	Problem solving for instruction and management Narrative Comprehension Strategies	<b>Assign. 4: Vocabulary Assign. Due</b>

13	16-Nov	Problem solving for instruction and management Expository Comprehension Strategies	Read <i>Direct Instruction Reading</i> , Ch. 24 Handout.  Quiz on Narrative Comp.  <b>DBDR #3 Due</b>
	18-Nov	Problem solving for instruction and management Language Arts- a Direct Instruction Approach Spelling Instruction and Handwriting	
14	23-Nov	Problem solving for instruction and management Direct Instruction Composition- Early Elementary Level	Quiz on Expository Comp.
	25-Nov	Thanksgiving Break Happy Turkey Day!	
15	30-Nov	Problem solving for instruction and management Direct Instruction Composition- Late Elem. & Mid. Sch. Level	Quiz on DI Spelling
	02-Dec	Peer Tutoring Classroom Procedures Wrap up! Course evaluation	<b>DBDR #4 Due</b>
	7-Dec	Optional Final Exam (3:30-5:20)	

<b>NCATE STANDARDS</b>	<b>OBJECTIVES</b>
<b>C1,K1; C4,K3-K5, S8, S16</b>	Students will demonstrate basic Direct Instruction signals and define terms commonly used in Direct Instruction.
<b>C1,S2; C2,S1; C5,K1,K2,S4,S5;C5,K1-3,5,S1-S4,S8;CC7,K3</b>	Students will describe the classroom rules, positive management system, potential problem behaviors, and the desired response to these problems for the practicum site.
<b>C3,K1-K7,S1,S5-S-S9;C4,K3-K5,S1,S2,S8,S9,S12-S16</b>	Students will describe and give rationale for Direct Instruction procedures for grouping, teacher presentation, pupil responses, corrections, pacing and praise.
<b>C4, K1-K7; S1,S2,S4,S5,S8,S9</b>	<p>Students will design effective reading lessons. Given a passage and description of a group of pupils, students will:</p> <ol style="list-style-type: none"> <li>a. Identify words for specific decoding instruction.</li> <li>b. Group words according to applicable decoding strategies.</li> <li>c. Write scripts for instruction on each group of words.</li> <li>d. Identify words for specific vocabulary instruction.</li> <li>e. Write scripts for vocabulary instruction.</li> <li>f. Construct a strategy for story reading</li> <li>g. Write literal and inferential comprehension questions.</li> <li>h. Construct a strategy for building oral reading rate.</li> </ol>
<b>C3, K1-K8,S2,S4,S5,S7,S9</b>	Students will make correct recommendations for placement of students into language and reading programs based on scores on placement tests.
<b>C4, K1-K5,K7</b>	Students will describe critical features of effective instructional programs for language development, composition, critical thinking, spelling and handwriting.
<b>C4, K1-K5,K7; S1-S5,S8</b>	Students will design effective lessons in language arts.
<b>C4, K5, S11, S14, S17;C5, K1-K2, S3-S6,S8, C6, K1-K3, S1-S8</b>	Students will critically analyze their own teaching and make data-based decisions regarding adjustments in instructional and management procedures to maximize student progress.