I. COURSE DESCRIPTION
This course focuses on reading and language strategies for teaching language majority and language minority exceptional children. It is designed to give students an overview of teaching reading and corrective reading in elementary, middle, and high schools. The students we teach must learn to be strategic readers and writers, and yet many teachers are unsure of how to effectively teach these skills in a variety of educational settings. The last ten years have been particularly confusing to teachers who have listened to the intense debate on this topic. Some experts encourage a skills based curriculum, while others say a holistic approach is the better method. A literacy framework will be presented within this course that is supported by research and provides the backbone for balanced/comprehensive instruction, including an emphasis on self-selected and guided reading, word analysis, and writing.

II. RATIONALE
This course is designed to provide students with teaching strategies to promote language development and reading skills in exceptional children. For all special needs students at all grade levels, pre-K-12, it can be said that reading is the curriculum. This methods course has been designed to lead you to discover meaningful ways to impart the joys of literacy to all students. It is the purpose of this course to guide you into your position “armed” to become exemplary teachers, as there is no room in our profession for mediocrity!

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
- Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
- Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
• Equity in Excellence for All Learners: The teacher responds appropriately to all groups of diverse learners.
• Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

IV. TExES COMPETENCIES

IV. STUDENT LEARNING OUTCOMES

Students in this graduate program will:

- demonstrate knowledge of individuals with disabilities; (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome.)
- evaluate the needs of individuals with disabilities; (SPED 5386 and SPED 5387 are linked to this student learning outcome.)
- demonstrate knowledge of fostering learning and development for individuals with disabilities; (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator;
  (SPED 5385, SPED 5386, SPED 5387, SPED 5388, and SPED 5397 are linked to this student learning outcome.)
- develop a behavior intervention/change plan. (SPED 5380 is linked to this student learning outcome.)

• TExES Competencies for Educational Diagnosticians
  - 006
  • TExES Competencies for Field 163: Special Education Supplemental Test
    - Understanding Individuals with Disabilities & Evaluating Needs
      - 001-002
    - Promoting Student Learning and Development
      - 003-007
    - Foundations and professional Roles and Responsibilities
      - 008-010
  • TExES Competencies for Educational Diagnosticians
    - 006
IV. (continued) Council for Exceptional Children: Initial Level Content Standards

TAMUCC Special Education Program is aligned with the National CEC standards:

Beginning special educators demonstrate their mastery of the following standards:
Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
• select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula

• modify learning environments appropriately for individuals with exceptional learning needs

• enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs

• promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem

• emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
• create learning environments for individuals with exceptional learning needs

• foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement

• foster environments in which diversity is valued

• shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy

• help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions

• use direct motivational and instructional interventions

• teach students to respond effectively to current expectations

• intervene with individuals with exceptional learning needs in crisis

• coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
• understand typical and atypical language development

• use individualized strategies to enhance language development and teach communication skills

• are familiar with augmentative, alternative, and assistive technologies to support and enhance communication

• match communication methods to an individual’s language proficiency and cultural and linguistic differences

• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.
Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice. Special educators:

- develop long-range individualized instructional plans anchored in both general and special education curricula
- systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- modify instructional plans based on ongoing analysis of the individual’s learning progress
- facilitate instructional planning in a collaborative context
- develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
- use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:

- to help identify exceptional learning needs and to develop and implement individualized instructional programs
- to adjust instruction in response to ongoing learning progress

Special educators understand:

- legal policies and ethical principles of measurement
- measurement theory and practices
- appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:

- assure nonbiased, meaningful assessments and decision-making
- conduct formal and informal assessments of behavior, learning, achievement and environments
- identify supports and adaptations required for individuals
- regularly monitor the progress of individuals
- use appropriate technologies to support their assessments.
Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:

- to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

V. COURSE OBJECTIVES AND OUTCOMES
1. Participants will develop knowledge and skills in application of motivation techniques for developing literacy in learners who have reading difficulties.
2. Participants will acquire knowledge and skills in the use of specific techniques for improving sight word learning, fluency, decoding skills, vocabulary development and comprehension.
3. Participants will become knowledgeable with some of the important research in the area of reading and learners with disabilities.
4. Participants will become knowledgeable with a variety of reading skills materials and high-interest low-vocabulary reading materials available for the learner with reading problems.
5. Participants will examine the cultural and linguistic factors important in all areas if the development of reading skills.
6. Participants will be introduced to both individual and group techniques for improving reading performance.
7. Participants will be introduced to materials to assist in developing content area reading skills.
8. Participants will be introduced to the structure of the English language and how the English language is meant to be read!

VI. MAJOR COURSE TOPICS

- Nature of reading
- Approaches to reading (historical view)
- Fostering emergent literacy
- Learning to read; reading to learn
  - Approaches to use with novice readers
  - Approaches to use with advanced readers
- Assessing literacy
- Approaches to teaching phonics
- Language and vocabulary development through the literacy program
- Use of trade books to enhance vocabulary and comprehension
• The process of comprehension and comprehension strategies
• Experiencing literature, types of literature, integrating literature into the curriculum
• The Writing Process and 6 + 1 Traits of Writing
• The Reading/Writing Connection

VII. INSTRUCTIONAL FORMATS
• Lecture/Discussion
• Simulations
• Demonstrations/Professor Modeling
• Videos
• Cooperative Learning Groups
• Individual and Small Group Work/Activities
• Presentation of Individual and Group Work
VIII. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

Positive & Respectful Participation 100 points
Narrative Writing Assignment (group project) 100 points
August through May Writing Plan (group project) 150 points
Four Blocks Grade Level Applications (group project) 150 points
Written Response to Textbook (individual project) 100 points
Final Exam (in class/individual response) 200 points
Preparation of Teaching Manual for Reading, including Table of Contents 200 points

The letter grade equivalent for the cumulative points earned is as follows:

900 – 1000 points = A
800 – 890 points = B
700 – 790 points = C
600 – 690 points = D
Below 600 = F

IX COURSE SCHEDULE AND POLICIES

Class policies
The student is expected to:
A. Be prompt and attend class. **Your grade will be lowered** by one letter for each class missed after one absence. **Late arrivals and early departures from class will be recorded cumulatively and can add up to result in an absence of record.**
B. Be responsible for any materials missed if absent (Get the phone numbers of two peers during first week of class.) When you do miss class, call two peers before contacting professor about material missed.
C. All written work should be typewritten, with the exception of math assignments; no handwritten work will be accepted. **Late work will automatically lose 10% daily after the due date.** Schedule your time to meet deadlines!
D. **Professional conduct will be expected of you during class time!** Participate positively with cooperative learning groups as well as in class discussion and activities. Put forth honest effort in group work with peers. Negative anonymous peer reports regarding your effort put forth during independent cooperative group projects will negatively affect your grade by as much as 50%. **Excessive private discussion during lecture is disruptive and will not be tolerated and, if not corrected immediately, will negatively affect your grade.** The instructor will stop class to deal with excessive private discussion as it occurs. If you find that you are a person who talks excessively to your peers during class lecture and other activities where this is inappropriate, please elect to move and don’t sit by your friend. Notes being passed from student to student during class time will be intercepted and kept by instructor. Professional conduct will be required and greatly appreciated.
E. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

X. REQUIRED READING
REQUIRED READING
Students will purchase a packet of miscellaneous topics related to reading instruction.

Book to be provided by Professor:
*What Content-Area Teachers Should Know about Adolescent Literacy* developed by National Institute for Literacy

**BIBLIOGRAPHY**
The knowledge bases that support course content and procedures include:
Research Journals
- American Journal on Mental Retardation
- Exceptional Children
- Journal of Learning Disabilities
- Journal of Special Education

XI. COURSE POLICIES

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June __, 2011 is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.
**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

**Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*
SPED 5386 -- Tentative Schedule of Classes

June 4th – Monday      Set Course Expectations
                      Week One: Writing Process & 6 + 1 Traits
                      and Activity: Narrative Writing

June 5th – Tuesday

June 6th – Wednesday

June 7th – Thursday

June 8th – Friday

June 11th – Monday    Week Two: Writing Process & 6 + 1 Traits
                      and Activity: School Year Writing Plan

June 12th – Tuesday

June 13th – Wednesday

June 14th – Thursday

June 15th – Friday

June 18th – Monday    Week Three: Balanced Literacy

June 19th – Tuesday

June 20th – Wednesday

June 21st – Thursday

June 22nd – Friday

June 25th – Monday    Week Four: Textbook Review & Final Exam

June 26th – Tuesday

June 27th – Wednesday

June 28th – Thursday

June 29th – Friday
SPED 5386: READING AND LANGUAGE STRATEGIES FOR
EXCEPTIONAL CHILDREN

Partner Writing

Select a Story Starter from:
*The Mysteries of Harris Burdick* by Chris Van Allsburg (Portfolio Edition)
Complete a Story Web incorporating the following formula into your pre-writing plan:

**Characters**
- Establish a main character for your story
- Think of 3 words to describe the character’s physical features
- Think of 3 words to describe the character’s personality

**Setting**
- Select for setting a location you would least expect to find the character

**Problem**
- What is the problem? (Note: If you do this orally with the whole class, have students brainstorm a number of problems and let them vote.)

**Action**
- What are the main character and the supporting characters doing?

**Solution**
- Try to solve the problem 3 different ways, the first two attempts must fail, the third attempt must succeed.
- *Important!* Use the character’s traits to help solve the problem.

**Teachers:** Use MODEL LEAD TEST progression to teach this formula. Orally practice this formula in a large group a number of times before expecting students to use it on their own.
WRITING ASSIGNMENT
SPED 5386 Reading and Language Strategies for Exceptional Children

Note:
All steps of the process must be shown/attached to the final packet!

1. Topic: Story Prompt
Select a Story Starter from:
The Mysteries of Harris Burdick by Chris Van Allsburg

a. Develop Story Web and follow Directions for Partner Writing Assignment
b. Use prewriting material developed in step “a.” to write first draft
c. Use 6 + 1 Traits Rubric to evaluate your draft for areas needing improvement
d. Share your story with another group who will give you feedback using Praise-Question-Polish (P-Q-P) format
e. Use assessment feedback from 6 + 1 Traits Rubric and P-Q-Ps to revise your work (draft two)
f. Prepare a final draft to share in class and submit to instructor
g. Your final packet will contain:
   • Original web and other prewriting work
   • First draft
   • Assessments (6 + 1 Traits Rubric and PQPs from classmates
   • Second/Final Draft
   • Group final evaluation of the story/narrative using 6 + 1 Traits Rubric
1. Why is it important for all teachers to read-aloud/think aloud on a daily basis with students of all ages?

2. Explain the Interactive Theory of Reading; explain the interaction that takes place. Remember that the author can not give meaning to the reader. This means that written text does not simply exist on the printed page, but the reader must discover the meaning of the text by relating to the printed word through a link to prior knowledge. Explain the reading process as taught in class.

3. Explain text structure (story grammar and other common text structures) and its relationship to interactive reading theory, schema theory, and reading instruction.

4. Keeping all of the above in mind, how will you teach the essential skills of reading to the students who struggle due to special needs?
SPED 5386: READING AND LANGUAGE STRATEGIES FOR CHILDREN with EXCEPTIONALITIES

3 SEMESTER HOURS
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Summer Session I – 2012

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OFFICE HOURS:
Before or After class or by appointment