

## SYLLABUS

**COURSE NUMBER:** SES 642  
**COURSE TITLE:** Mild Disabilities: Reading Instruction  
**CREDITS:** Three semester hours

### **PREREQUISITES/COREQUISITES:**

Admission to PAIL or M.Ed. programs in special education or permission of instructor.

### **FOR WHOM PLANNED:**

This is a required course in the major for students admitted to the PAIL and M.Ed. programs in specialized education services.

**INSTRUCTOR INFORMATION:** Dr. Bill Bursuck  
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Office Hours: By Appt.

### **COURSE PURPOSE/CATALOG DESCRIPTION:**

The topic of how to effectively teach children to read has become an issue of national importance. The No Child Left Behind Act (NCLB) of 2002 mandates that all children, including most students with disabilities, attain competence in reading by the 2003-2004 school year. The purpose of this class is to give you the skills you need to help make this lofty goal possible. The content in the class is driven largely by 2 key findings of the Report of the National Reading Panel (2000). First, effective reading programs should include the teaching of skills in 5 key areas: phonemic awareness, alphabetic principle, reading fluency, vocabulary, and comprehension. Second, for many children who are at-risk, including students with disabilities, reading instruction must be both systematic and explicit if it is to be effective. Therefore, in this class, for each of the essential areas of phonemic awareness, alphabetic principle, reading fluency, vocabulary, and comprehension, you will learn effective ways to assess student skill levels as well as ways to teach reading skills explicitly, and systematically.

### **Teachers Academy Conceptual Framework Mission Statement**

*The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who*

*work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, and community-based; (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

### **COURSE OBJECTIVES: (CEC professional Preparation Competency Codes)**

At the conclusion of this class you should be able to:

1. State, define, and delineate a well designed scope and sequence within the 5 key areas of reading instruction identified as essential by the National Reading Panel: phonemic awareness, alphabetic principle, reading fluency, vocabulary, and comprehension (LD4K4; LD4K5; CC7K2; CC7S5; CC7S6; LD7K1; CC9K4). Use informal reading assessments to identify skill needs, determine curricular placements, group students for instruction, and monitor student progress (LD4S3; LD4S6; CC5K3; CC7S13; CC10S1; CC8S7; CC8S8; CC8S10; CC8S2; CC8S6; CC9S9).
2. Teach new reading skills/concepts as well as provide meaningful practice and necessary remediation for previously taught skills (LD4S1; LD4S9; LD6K4; LD7K3).
3. Evaluate, select, and modify commercial reading programs (CC7K2; LD7K1; LD7K3).
4. Plan instruction based on assessment data, design lesson plans, and prepare materials for reading instruction (LD4S2; LD4S5; LD4S8; LD4S9; CC5K3; CC7S5; CC7S6; CC7S10; CC7S11; CC7S12).
5. Carry out small group and one to one reading instruction (LD4K1; CC9S11; CC9S9; CC9S12).
6. Critique a popular press article on reading instruction that is related to one of the 5 key areas of reading (CC9K4).

### **TEACHING STRATEGIES:**

Course content will be delivered through lecture, use of on-line resources and discussions, face-to-face discussions and cohort study groups.

### **EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS**

## COURSE REQUIREMENTS

1. Application Activities Portfolio. Application exercises from the Bursuck & Damer (in press) text will serve as both homework and in-class activities. See the class schedule for activities that are to be done for homework. Students will keep all activities completed during the semester and hand them in for credit at the end of the semester.
2. Sounds check out. You will need to demonstrate mastery of key letter sounds.
3. Assessment Project. You will be required to assess two students using informal reading measures covered in class. One student must be a beginning reader(A), and the other an intermediate reader(B). All observations must be summarized, and suggestions for instruction provided. Specific guidelines will be provided during the semester as material necessary to carry out the project is covered in class.
4. Intervention Project. For **one** of the students assessed as part of number 3 above, students will design a six-session series of lessons (30 minutes maximum for each) designed to teach skills identified in the assessment as in need of instruction. Again, specific guidelines will be provided during the semester as material necessary to carry out the project is covered in class.
5. Professional behavior. Points will be awarded at the discretion of the instructor for being prepared to answer application questions, class attendance, performance on in-class activities, being on time for class, classroom participation, or for other factors deemed appropriate by the instructor.
6. Critique of Popular Press Article. Students will critique an article on reading strategies published in the popular press. Guidelines for completion of this project, including a scoring rubric, will be distributed in class.

## REQUIREMENTS AND POINT VALUES

Requirement	Point Value	Percentage
Sounds checkout	10	5%
Assessment Project A	30	15%
Assessment Project B	30	15%
Intervention Project	60	30%
Popular Press Critique	20	10%
Applications Portfolio	30	15%
Professional Behavior	20	10%

TOTAL

200

100%

A= 186-200

A-= 180-185

B+= 174-179

B= 166-173

B- = 160-165

C+= 154-159

C= 146-153

C-= 140-145

D+= 134-139

D= 126-133

D-= 120-125

**REQUIRED TEXT(S)/READINGS:**

Bursuck, W.D., & Damer, M.(in press). *Literacy instruction for special education/at risk students*. Boston, MA: Allyn & Bacon.

**TOPICAL OUTLINE:**

**CLASS SCHEDULE  
SES 642  
Fall, 2005**

<b>Date</b>	<b>Topic</b>	<b>Read Before Class/Due</b>
August 15	Introduction	
August 22	Systematic Explicit Reading Instruction	Chapter 1: pp. 1-36; Applic Ques.: 1-5
August 29	Phonemic Awareness: Skills and Assessments	Chapter 2, pp. 37-53; Applic. Ques.: 1-4 Sounds Checkout
September 12	Teaching Phonemic Awareness	Chapter 2, pp. 54-89. Applic. Ques.: 8-11; 4-7(in class)
September 19	Teaching and Assessing Letter Sounds	Chapter 3, pp. 90-102; 108-114. Applic Ques: 1,2,3,5,6; 4(in class)
		Chapter 3, pp. 102-107;

<b>Date</b>	<b>Topic</b>	<b>Read Before Class/Due</b>
September 26	Assessing and Teaching Alphabetic Principle	114-129. Applic.: 7,12; 8-11(in class).
October 3	Teaching Alphabetic Principle	Chapter 3, pp. 129-153. Applic. Ques.: 13
October 17	Advanced Word Reading- Letter Combinations and VCe.	Chapter 4, pp. 159-182 Applic. Ques.: 1-5. Assessment Project A
October 24	Advanced Word Reading- Structural Analysis	Chapter 4, pp. 182-202. Applic : 6; 7(in class)
October 31	Oral Reading Assessment and Format	Chapter 5, pp. 207-230.Applic. Ques.: 1 and 4; 5(in class).
November 7	Fluency Building	Chapter 5, pp. 230-255. Applic. : 2,3,8; 7(in class).
November 14	Vocabulary: Direct Teaching	Chapter 6. pp. 259-276. Applic. Ques.: 1-3; 4(in class). Assessment Project B
November 21	Vocabulary: Learning Strategies	Chapter 6, pp. 276-311. Applic. Ques.: 5,6,8-11; 7(in class)
November 28	Reading Comprehension: Story Grammars	TBA
December 5	Reading Comprehension Continued	TBA Applications Portfolio
December 12	Intervention Project Presentations; Course Evaluations	Intervention Project

### **NOTES**

Instructor reserves the right to change the calendar at any time. If changes affect due dates for assignments or papers, as much advance warning about changes will be given as possible.

Students are responsible for all material covered in the course. This includes lecture information, on-line information, handouts, text material, and so on, whether or not such information has been explicitly addressed in class.

If students have extraordinary circumstances that they believe should make them eligible for exceptions to course requirements and/or timelines, it is their responsibility to contact the instructor to discuss such exceptions. Further, such contact must be made prior to due dates for assignments.

All students are expected to all UNCG policies regarding academic integrity and the code of conduct.