EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners
Fall 2012

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School of Education Conceptual Framework:

The School of Education prepares competent and caring teachers.

I. Competent teachers possess

    A. Knowledge of content in their area of teaching

    B. Professional knowledge and skills

        1. Ability to plan instruction
        2. Ability to apply skills and knowledge in a clinical setting
        3. Ability to cause learning in P -12 students
        4. Ability to assess learning and learners
        5. Ability to work with children of poverty
        6. Ability to use technology

II. Caring teachers possess

    Professional Dispositions

    A. Exhibits professional attributes

    B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that <u>all</u> <u>students</u> <u>can</u> <u>learn</u> regardless of their backgrounds.

    C. Upholds Ethical and Professional Standards

    D. Shows respect for families, cultures and communities and demonstrates a <u>sense of fairness</u> and respect to all participants within each group.

    E. Shows respect for colleagues, P -12 students, faculty and staff

Course Description

Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the development of the following will be examined: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

Course Content
The following topics will be covered in EDUC 745:

Objectives **By the end of the course, you will have an understanding of the . . .**
Characteristics of students (exceptional, divergent, and children of poverty) who have reading and written language problems
Language development theories
Stages of language development
Receptive and expressive language
Literacy background of children of poverty (COE, Center of Excellence Module 4)
Instructional model for specialized reading instruction
Four skill areas of reading instruction
Six stages of learning to read (describe the nature of reading and how the definition of reading changes over time, COE Module 4)
Strategic, explicit teaching methodology (including a description of how to establish a "literacy rich" classroom, COE Module 4)
Evidence-based reading instruction (evaluate and use research-based practices for reading instruction for children of poverty, COE Module 4)
Explicit instruction
Strategy instruction
Steps and accompanying procedures for strategic, explicit teaching
Principles of designing effective reading instruction

Objectives **By the end of the course, you will have an understanding of the . . .**
Study strategies and strategies for improving recall
Cognitive strategy instruction to improve reading comprehension
Appropriate use of technology to improve comprehension
Teaching pre-reading skills
Teaching phonics skills
Teaching structural analysis skills
Teaching words by using visual cues
Teaching fluency skills
Teaching reading comprehension
Teaching reading comprehension and language skills
Teaching reading comprehension and cognitive processing
Teaching reading comprehension with different text structures
Assessment for planning and monitoring reading instruction

Center of Excellence Components

In this class, we will also be using components from Module 4: Language and Literacy from the Francis Marion University Center of Excellence for Preparing Teachers of Children of Poverty. The initial funding that established the FMU Center of Excellence to Prepare Children of Poverty was obtained in 2004 through a competitive grant awarded by the SC Commission on Higher Education. One of the primary goals of this project is centered on better preparing FMU teacher candidates to successfully work with children and families that live in poverty. To this end, selected existing FMU courses include modules of study that have unique objectives, activities, materials, and assessments.

Objective 4. A: Teacher candidates will describe the literacy background of children of poverty.

Objective 4. B: Teacher candidates will describe the nature of reading and how the definition of reading changes over time. Issues related to children of poverty will be addressed.

Objective 4. D: Teacher candidates will evaluate and use research-based practices for reading instruction for children of poverty.

Objective 4. E: Teacher candidates will identify and design "literacy rich" classrooms for children of poverty.

Education and Economic Development Act (EEDA) Components

The EEDA was passed and signed into law on May 27, 2005 to give SC students the educational tools they need to build prosperous, successful futures. The EEDA sets up a system called *Personal Pathways to Success.*

The Francis Marion University School of Education will train teachers in the following components in courses where appropriate:

- career guidance

- the use of the cluster of study curriculum framework and individual guidance plans

- **learning styles (Education 745)**

- the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model

- contextual teaching

- **cooperative learning (Education 745)**

- character education

SPRING 2008 SYLLABUS INSERT

<u>LiveText</u>

During Fall 2007, the Francis Marion University School of Education joined hundreds of other colleges and universities in the US in the use of LiveText, an online assessment and accreditation system. LiveText is a program-improving tool that will help the School of Education gather data to make sure our teacher preparation programs are the very best they can be.

All undergraduate and graduate education degree-seeking students are required to purchase accounts with LiveText beginning with the Fall 2007 semester. Purchase instructions and pricing information can be located at http://www.fmarion.edu/academics/article87284.htm for those who need to purchase an account. If you purchased a LiveText account during the Fall 2007 semester, you may continue to use the same account.

Brief training in the use of LiveText is conducted during class time in the EDUC 290 course for undergraduates and by professor request in graduate courses. Other LiveText assistance is available on the School of Education portion of the FMU web site under the link "Using LiveText" or by telephoning LiveText toll free at 1-866-548-3839, extension 708 and asking for technical support. Technical support questions may also be emailed to support@livetext.com. Use of LiveText will begin in the first few weeks of class, so students who do not currently have LiveText accounts are encouraged to purchase and register their accounts as soon as possible.

Course Evaluation

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	900-1000 Points	Distinction
B+	85% - 89%	885-889 Points	Somewhat below distinction
B	80% - 84%	800-884 Points	Above average
C+	75% - 79%	775-799 Points	Average
C	70% - 74%	700-774 Points	Below Average
F	Below 70%	Below 700 Points	Unsatisfactory Achievement

News and Announcements

Each week remember to check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under "Quick Links", choosing "School of Education", and then clicking "News and Announcements" under the column on the left side of the page.

The relative contribution of the course activities to the final course grade is summarized below:

Assignment/Activity	Additional Information	Maximum Points
Model Lesson Plans	**5 @ 20 points each** **Must be done in an assigned cooperative learning team.**	**100**
• **ELL Academic Background Knowledge Assignment**	**May be done individually OR with a learning partner**	**25**
Three Quizzes		**150**
Center of Excellence Conference		**50**
Sounds Checkout		**26**
Class participation		**100**
Total		**451**

- **All of the assignments will be conducted either in class or at home for your notebook. One assignment, the ELL Academic Background Assignment will be uploaded to LiveText. This assignment focuses on enhancing the background knowledge of an ELL student prior to comprehending text.**

Class Participation. You will be involved in many collaborative/cooperative activities designed to have you reach consensus in reading scenarios. Therefore, it is extremely important that you attend all of the sessions. You will earn 10 points per session. If you are tardy, you will lose five points. If you have to leave early, you will lose five points. No exceptions.

Professional Dispositions. An important aspect of becoming a highly qualified educator is demonstrating appropriate professional dispositions or behaviors. These behaviors will be clearly identified and monitored throughout your educational program (i.e., for those seeking professional licensure) in all courses and field experiences. If you are in an education licensure program, you will be informed if a pattern of problematic behavior is noted and an intervention plan will be implemented.

Class Expectations. Course policies regarding absences, late arrivals and early departures, class preparation, participation in activities and workload expectations are discussed in some detail, as follows:

Absences. Class participation, particularly in assisting one another in completing both group and individual activities, is very important for this course. It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. **If a student is absent more than two times in the Spring 2007 semester, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.**

If you are absent, **it is your responsibility to get copies of any class handouts, notes, etc. from a member of your model lesson cooperative learning team.**

Late Arrival/Early Departure. To make optimal use of class sessions, it is important that you be on time when class begins and remain for the entire class period. You need to make travel/child care, etc. arrangements to be in class for the entire time allocated. **It is NOT acceptable to bring a child/visitor to class to serve as child/supervised care.**

Class Preparation. **If commitments in your professional/personal life will prohibit your class preparation and class attendance, you may want to consider dropping the course and taking it when you will be able to devote the appropriate level of time and preparation.**

Participation in Class Activities. In participating in class activities and discussions, it is imperative that everyone treat others, and their views, with respect. While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.

Cellular Phones. As *a courtesy to both co-participants and the instructor, you are asked to turn all cell phones OFF during class sessions. Feel free to catch up on calls or text messages you've missed during breaks, and then switch the phones off again before returning to class.* You may place your phone on the "vibrate" mode during class. Also, do not text message during class as it can often be disruptive to your colleagues and me.

Assignments. **All assignments must be submitted on time**. Those submitted late will be subject to a penalty of a drop in a letter grade per DAY. In the event that credit for the assignment will be nil, the assignment must still be completed prior to the end of class or the maximum final grade will be reduced by one verbal descriptor. All written work must be representative of your best professional work. Any papers not meeting this standard will NOT be scored by me. **Any LiveText assignments must be submitted on time, be done completely, and submitted correctly for GRADING.**

August 22	**History of Reading Instruction** **National Reading Panel Activity** **Effective Reading Strategies** **Ordeal by Cheque** **Lesson Plan 1**	
August 29	**Word Recognition 1** **Sounds Check Out Practice** **Lesson Plan 2**	**Lesson Plan 1 Due**
September 5	**Word Recognition 2** **Lesson Plan 3**	**Lesson Plan 2 Due**
September 12	**Word Recognition 4** **Lesson Plan 4**	**Lesson Plan 3 Due**
September 19	**Quiz 1**	**Lesson Plan 4 Due**
September 29 *Saturday*	**Center of Excellence Conference** **8:30-12:30**	
October 3	**Comprehension Workshop 1**	
October 10	**Comprehension Workshop 2**	
October 17	**Comprehension Workshop 3** **Lesson Plan 5**	
October 24	**Reading in the Content Areas/ Reading/Study Techniques** **Reading and Writing Interest Survey**	**Lesson Plan 5 Due**
October 31	**Quiz 2**	
November 7	**Vocabulary Instruction** **Academic Background Knowledge**	
November 14	**Fluency**	**Academic Background Assignment Due and Uploaded to LiveText**
November 21	**Thanksgiving Holiday**	
November 28	**Quiz 3**	