Caroline M. Czysz  
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Phone: 908-303-6763  

Office Hours: By Appointment  
Class Location: GSE 25B  
Class Time: 4:50 – 7:30 pm

I. Course Materials

Required Texts:


Required (Free) Documents:

4. National Reading Panel website download *Put Reading First: The Research Building Blocks for Teaching Children to Read* 2003 (58 pages long). The report can be accessed online at: [http://www.nationalreadingpanel.org/Publications/researchread.htm](http://www.nationalreadingpanel.org/Publications/researchread.htm)  
Caution: There are two *Putting Reading First* publications. Be sure that you read the correct publication – *The Research Building Blocks for Teaching Children to Read*.

5. Additional Readings assigned; available on Sakai  
(see course schedule with weekly assignments)

II. Course Description:
This course focuses on instructional practices in special education. It explores special education approaches to teaching literacy to students with disabilities and/or at-risk learners. Procedures covered in this course are applicable to inclusive, as well as more restrictive settings, and address the needs of students from a broad array of cultural, linguistic, and economic backgrounds. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.

Topical coverage includes the following:

- lesson planning and instruction in multiple learning environments
- characteristics of students with mild disabilities in literacy
- research-based instructional strategies, modifications, & materials for teaching students with disabilities
- New Jersey Core Curriculum Content Standards (NJCCCS)
- New Jersey Professional Standards for Teachers (NJPST)
III. Course Objectives

These course objectives address portions of NJPST Standard 4: Instructional Planning and Strategies & Revised Standard 7: Special Needs.

Standard 4: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard 7: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Course Objectives from Standards 4 and 7:

Teachers will know and understand:
- How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program (NJPST 7.1)
- How to plan and design instruction based on students’ prior knowledge, strengths and needs, and developmental progress (NJPST 4.1)
- Available and appropriate resources and materials for instructional planning and techniques for modifying methods and materials to help all students learn (NJPST 4.2, 4.3)

Teachers value and are committed to:
- The belief that children and adolescents with special needs can learn at high levels and achieve success (NJPST 7.4)
- The development of students’ critical thinking, independent problem-solving and performance capabilities (NJPST 4.5)

Teachers will engage in activities to:
- Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning (NJPST 7.5)
- Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning (NJPST 7.6)

IV. Course Structure:

This course combines lectures with large and small group discussions, required readings, learning activities, instructor modeling, and student-led discussions.

V. Course Assignments

- If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or modifications, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.
Course Assignments, Tests, & Requirements

1. Attendance, Preparation, & Participation (75 points)
   Attendance. The nature of this course requires that students attend class regularly and participate actively. Two absences will be deemed excessive and will result in points deducted from the final grade. Excessive lateness and a lack of meaningful participation in class activities will affect your final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence.
   Preparation. Come to class prepared to discuss course materials and your experiences as a teacher intern. Students are expected to read assigned readings prior to class and to participate actively in class discussions and activities. Be prepared to complete small checks on the reading and perhaps short pop quizzes.

2. Online Web Assignment 10 pts.
   Due date: September 24
   Putting Reading First. Read the document and return to <Sakai/E-College> to take a 10 point quiz based upon the document. You may use the document Putting Reading First: The Research Building Blocks for Teaching Children to Read while you take the quiz.
   Caution: Be sure that you download and read the correct publication – The Research Building Blocks for Teaching Children to Read.

3. Strategy Training: 75 points
   Due date: December 10
   You will be responsible for teaching the Phonological Awareness (PA) Strategy to one student in your practicum who has reading problems. For the strategy, you must complete between 7 and 10 sessions. Failure to complete the minimal 7 sessions will result in a lower grade. Therefore, START EARLY! On the due date, turn in a copy of the student's progress chart and a two- to three-page (typed, double-spaced) paper describing the strategy training and the student’s progress. Follow the attached rubric for this assignment. In your discussion clearly state what the students starting scores were and what they were at the end of the assignment. Compare the scores and evaluate whether there was progress and explain the outcome. This paper should also include a log which has a brief comment detailing what was done with the student each time you met

4. Three Literacy Lesson Plans for At-risk Students:
   Directions for all lesson plans: Develop each lesson plan around one of the five skill areas. Access the NJ Core Curriculum Content Standards website, and choose core content standards that will align with your topics. You will develop lesson plans that teach the CCCS through an activity. In addition, in each lesson describe at least three possible accommodations that might be appropriate for students with disabilities. Try to select original activities for your instruction and accommodations. Design the lesson plans so that they can be taught to an individual or a small group. A rubric for the lesson plans is on Sakai. The websites http://phonologicalawareness.org (click the tabs to see activities for each area) or http://www.readwritethink.org are sources for ideas. The phonics book also has many sources for lesson plan development. Use the Rutgers special education lesson plan format found on the class Sakai site for all lesson plans.

   A. Phonics/Phonemic Awareness & Practicum Instruction (Plan 30 points, Reflection 15 points):
Due date: November 5
One lesson must be on phonological awareness or phonics and you will teach this lesson to a student or students in your practicum placement. Select a topic that meets with your practicum teacher’s approval. Hand in your lesson plan and a two-page reflection on how the lesson went when taught to the student(s). Rubrics for the lesson plan and the reflection will be found on Sakai.

B. Class Presentation Lesson (Plan 30 points, Presentation 15 points)
Due date: Sign up on first day (October 1, 8, 15)
With a partner you will sign up to develop a lesson following the general directions that matches the topic on the schedule. You will present this lesson to our class as if they were elementary students in terms of sections III, IV and V through and including guided practice on the lesson plan. The remainder of the lesson can be described to the class. Your presentation should demonstrate your ability to be creative when teaching and meeting the needs of diverse learners.

C. Literacy topic of your choice (30 points):
Due date: November 12
Plan the lesson on one of the five skill area using the general directions above.

5. Phonics Assignments – 25 points total
Due date: Post Test #1 due October 8 and Post Test #2 due October 22
Complete the teacher portion in the book Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial. Portions of the book will be included in class work.

6. Interpreting Scores and Planning Instruction Based on Test Results – 30 points
Due date: Sign up on first day (November 26, December 3, 10)
You will be provided with a case study. Interpret the results and then plan a lesson to meet the student’s needs. Write a 4 page paper using the text as a cited resource.
1. Summarize the student’s assessment results.
2. Provide instructional recommendations including the teaching formats that you would use.
3. Design a Beginning Reading lesson for the student that incorporates all the key beginning Reading lesson components.
4. How will you monitor the student’s progress on an ongoing basis?

7. Assessments: Two noncumulative tests or class assignments based on the text. 50 pts. each
Assessment #1 on October 29
Assessment #2 on December 17

Assignment Policy:
• Academic Integrity: I expect that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize
yourself with the university policy on academic integrity (http://academicintegrity.rutgers.edu/policy-on-academic-integrity).

- Additional information/assignments may be given out at the beginning of class. If late to class, students will be responsible for checking with other students.
- Terminology: Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in,* as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.
- You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- Written assignments may be reworked and handed back in within one week of receipt for additional credit. Original paper with rubric and new submission all must be handed in together for consideration.

VI. Grading Policy

**How You Earn Your Grade:**

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose 5% of the grade for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work is based on assigned readings; as a result it is important that students keep up-to-date on their reading in order to be good group members. Students should notify the instructor by e-mail or in writing when they are absent and are responsible for meeting deadlines and catching up on missed work.

**Course Grades:**

A total score will be give out of a total of 435 points. Number grades will be converted to letter grades as follows:

- 92 – 100% = A
- 87-91% = B+
- 82-86% = B
- 70-76% = C
- Under 70 = F
### VII. Course Schedule**

RI = *Reading Instruction for Students Who Are At-risk or Have Disabilities*

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Demonstration Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course Reading Problems &amp; Students w/ Disabilities &amp; RTI</td>
<td></td>
<td>Review Syllabus&lt;br&gt;Sign up for Presentations&lt;br&gt;Breaks/Snacks&lt;br&gt;Talking/Cells&lt;br&gt;German Test</td>
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<tr>
<td>2</td>
<td>Strategy Training – Writing lesson plans &amp; objectives</td>
<td>- <em>Phonological Awareness Strategy Training Manual</em> - Sakai&lt;br&gt;- <em>Write a lesson plan guide</em> - Sakai</td>
<td>Partner demonstration on&lt;br&gt;• the phonological awareness strategy&lt;br&gt;• writing special education learning objectives</td>
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<tr>
<td>3</td>
<td>Overview of Reading</td>
<td>- NRP Website Download&lt;br&gt;- Menzies, H., Mahdavi, J., &amp; Lewis, J. (2008). Early intervention in reading. <em>Remedial and Special Education</em>, 29, 66-77. - Sakai&lt;br&gt;Mercer, S., Dufrene, B., Zoder-Martell, K, et al. (2012) Generalizability Theory Analysis of CBM Maze Reliability in Third-through Fifth-Grade Students. <em>Assessment for Effective Intervention</em>, 37, 183-190. - Sakai</td>
<td>Use Worksheet #1 for this activity. The instructor will say each of the letter sounds and ask the students to repeat them. Next, have students form groups of three to practice. As one student says the sounds, the other students use Worksheet #1 to check off those sounds that are clearly articulated without schwas. After the student says the last letter sound, the evaluators give feedback before handing over their sheets. Everyone should have a turn and check back with the group each week until all sounds are checked off.</td>
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<tr>
<td>4</td>
<td>Systematic Reading Instruction</td>
<td>- RI Ch 1&lt;br&gt;- Ryder, J. Tunmer, W. &amp; Greaney, K. (2008). Explicit instruction in phonemic awareness and phonemically based decoding skills as an intervention strategy for struggling readers in whole language classrooms. <em>Reading and Writing: An Interdisciplinary Journal</em>, 21, 349–369. - Sakai</td>
<td>• Teacher Tune-UP&lt;br&gt;• Role play examples and nonexamples of Instructional Enhancements used for explicit instruction.&lt;br&gt;• Assignment 4B Presentations.</td>
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<tr>
<td>5</td>
<td>Phonemic Awareness</td>
<td>- RI Ch 2&lt;br&gt;- Santi, K., Menchetti, B., &amp; Edwards, B. (2004). A comparison of eight kindergarten phonemic awareness programs based on empirically validated principles. <em>Remedial and Special Education</em>, 25, 189-196 - Sakai</td>
<td>• Demonstrate the Correct Sounds in Table 2-1 with a partner and then demonstrate to the class.&lt;br&gt;• Demonstrate the segmenting and blending teaching formats using the correct instructional enhancements as presented in the text.&lt;br&gt;• Assignment 4B Presentations.</td>
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<td>6</td>
<td>Phonics &amp; the writing connection</td>
<td>- RI Ch 3</td>
<td>• Demonstrate an understanding of voiced and voiceless sounds and consonant blends with a white board.&lt;br&gt;• In small groups work on teaching letter sounds using the guide on worksheet 5.&lt;br&gt;• Assignment 4B Presentations.</td>
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| 7  | 10/22 | Advanced Word Reading Spelling | -RI Ch 4  
• In small groups demonstrate systematic, explicit instruction for spelling. |
| 8  | 10/29 | Assessment 1 Reading Fluency | -RI Ch 5  
• In groups of 3 practice giving DIBELS Oral Reading Fluency assessments & evaluate using worksheet 18. |
| 9  | 11/5  | Vocabulary & Word Knowledge | -RI Ch 6  
-Scruggs, T. & Mastropieri, M. (2000). The effectiveness of mnemonic instruction for students with learning and behavior problems: An update and research synthesis. *Journal of Behavioral Education, 10*, 163–173. - Sakai | In small groups, using either the synonyms or definitions format, design a series of positive and negative examples, including questions, that would be ask, to teach 4 vocabulary words using the guidelines on pages 238-244 in the text. Each group will teach the class their words |
| 11 | 11/19 | Reading Comprehension | -RI Ch. 7  
• Test Results Presentations |
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<td><strong>13</strong>&lt;br&gt;12/3</td>
<td>Spelling &amp; Early Writing</td>
<td>WWC-Writing Practices-June 2012.pdf pp. 6-42</td>
<td>• These suggestions were developed for typically developing learners. As a group, take an example from your assigned Recommendation and modify it for students with learning problems. • As a class compare the Recommendations with the NJ state writing rubric. • Test Results Presentations</td>
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<tr>
<td><strong>15</strong>&lt;br&gt;12/17</td>
<td>Assessment 2</td>
<td></td>
<td>Wrap Up</td>
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