Syllabus -05:300:480:90

Literacy Instruction for Students with Disabilities (3 cr.)

Instructor: Janice DeCicco Fipp, Ed.D.

Phone: 732-932-7496 x8202 or x8205, however, Best way to reach me is via email

E-mail: jfipp@rci.rutgers.edu or jani2045@aol.com

Office: Available daily, but there may be wait time of less than 24 hours,

My desire is to interact with each of you a minimum of six days per week. We can do that via your assignment posts or posts under the Question thread that I provide. You are also welcome to email me.

Class Meeting: Day & Time: Asynchronous Location: Online Office hours: Available daily

Prerequisites: 05:300:200, 383; 01:830:331

Required Texts:


Free Documents: I shall post both of the following in the online classroom under doc sharing:


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

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*.

Additional Readings (AR): Take advantage of your Rutgers library access for these:
Your first assignment for the course is week one to find two of the following articles in the Rutgers Online Library. I will ask you to describe how you located the two articles, speaking to someone at the library for instructions is just fine.

My goal is to have you taking advantage of the Rutgers Library system and finding up to date journal articles for research for this and for future courses and for your own advantage.


I. 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. If one is not taking the course in conjunction with a field placement, and most of you ARE NOT, then each student must connect him or herself with a school for observation and application of strategies.

Please do that the first week of class. You will be asked to report out the name of the school district and school.

Topical coverage includes the following:

- Lesson and unit 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)
- The Common Core Standards in English Language Arts and Math

This course addresses 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.

**II. 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)

**III. 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. The group work is the participation you demonstrate online in discussions based on he readings and based on other cited readings. Participation cannot be opinion or experience descriptions alone, you must couple it with a cited piece of information from our texts, or articles identified in this course or from other cited readings.

Students should notify the instructor by e-mail or in writing when they are absent from the online environment. That is not for excuse, it is purely for notification.

In our online environment it includes mandatory interaction online with peers discussing SUBSTANTIVE CONTENT from our readings.

Just to state once more: Pure opinion and thoughts will not be given credit. The content added to threaded discussions must contain information from researched articles or from our texts or from articles.

Students should notify the instructor by e-mail or in writing when they are absent from the online environment.

Absence From the Online Classroom

The nature of this online course requires that students participate actively as described, active participation weekly. Absence from participation for one week will be deemed excessive and will result in points deducted from the final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from the online classroom environment. The instructor reserves the right to request documentation supporting reasons for absence.

No student may be off line for an entire week. Although there are points achievable for participation each week when the participation meets the standard, absence from the online environment for a week puts one at risk for a drop in points. The individual may be dropped a full letter grade for lack of participation for a one week period. More than one week absence from the online classroom, puts the student at jeopardy for a failing grade.

Course Grades:

Number grades will be converted to letter grades as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>92 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>87-91%</td>
<td>B+</td>
</tr>
<tr>
<td>82-86%</td>
<td>B</td>
</tr>
<tr>
<td>77-81%</td>
<td>C+</td>
</tr>
</tbody>
</table>
72-76% = C
62-71% = D
61% and below = F

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.

**Saving Documents for Submission**

**Most Important:** When saving a document and placing it into the Drop Box, please use:

**Save as:** your first initial and your last name and the assignment name.

A closed document with no name on it is difficult to retrieve when returned graded papers.

- 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. THIS IS MOST IMPORTANT TO ME.

- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments). Please always use a cover page and reference list at the end of each assignment placed into the Drop Box.

**Course Structure:**

This course combines lectures with large and small group discussions, required readings, learning activities, application of instructional strategies, instructor modeling, and student-led discussions, as well as viewing of online materials via the online Text.

It also includes the creation of lesson plans and or unit plans, one of each that will be submitted to the Sakai ePortfolio for Rutgers University.

**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/integrity.shtml#I).

- Additional information/assignments may be given out in the online environment, you are responsible for reading all posts by the instructor.
- 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).

IV. Course Assignments, Tests, & Requirements

1. Attendance, Preparation, & Participation (42 points, 3 points for each week except the vacation week, total of 14 weeks)

Attendance. The nature of this course requires that students attend class regularly and participate actively online. This is noted above. One week absence from the online environment will be deemed excessive and will result in points deducted from the final grade. Lack of meaningful participation in class activities or in turning in assignments when due 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 the online environment ready to contribute substantive information not merely opinion and one’s reaction to a point made.
Students are expected to read assigned readings prior to class and to participate actively in class discussions and activities.

What is Participation?

Participation means the response to weekly assignments posted within the online environment. You will be required to answer questions posted each week by Saturday night (that is day five of the academic week, as the weeks begin on Tuesday morning) and then no later than Monday evening (the last day of the academic week, or day seven of the week) you must respond to a minimum of two of your peers by adding a substantive post that adds information to the conversation…each post must be a minimum of fifty words and each of the two fifty word substantive responses must have a citation. That is two peer posts per week minimum, NOT two peer posts per thread.

That guarantees that you did some research into the topic. It could be a citation from our text, that is fine. Or it could be from the articles you found at the Rutgers library. I recommend that you prepare the first two weeks of the course, by locating articles at the Rutgers library, so you may respond with interesting and important substance.

2. Unit Plan: For one academic area, develop a series of lesson plans (which is known as a unit) that teaches a specific skill or strategy for approximately one week (5 lessons). The lesson must be focused on LITERACY and the Common Core standards in Reading and or Writing.

Use the Rutgers lesson plan format for all lesson plans. I will upload the expectations and a Rubric for grading…this unit will be turned in to me first in our online classroom

and then it will be uploaded by you to portfolio site for creation of your Rutgers ePortfolio which is required after I grade it and tell you to place it there. The RUBRICS are YOUR BEST FRIEND, so you do not leave out anything required.

The following components are required:

- All lesson plans must be differentiated in terms of instruction and assessment
- The unit must meet the GSE standards as listed
- At least one lesson must include explicit instruction and one lesson must teach a learning strategy (in the heading of each of these lessons, indicate how you are teaching the lesson – i.e., “strategy lesson” or “direct instruction lesson”). READ this carefully!!!
- At least one lesson plan must incorporate cooperative learning (Label that as well)
Each lesson must include some type of teacher-made “cognitive support” that will aid students in their learning of the content or skill (i.e., KWL, web, organizer, mnemonic, note-taking technique, or strategy steps).

Unit summaries should include NJ Core Curriculum Standards and now the Common Core Standards in English Language Arts and relevant IEP goals or skills that special education students would need to master (e.g., specific basic skills, integration of assistive technology).

One lesson must include a team taught lesson (i.e., general education teacher) that describes your roles and responsibilities for the unit.

Each lesson must include an assessment in the form of a rubric or quiz.

Any of your five lesson plans could combine more than one of the above. Ask Questions.

Due Date: 3rd week of classes, (September 21, 2014 last day of week three) - One paragraph description of unit theme and one lesson plan. The one lesson and the full unit will be uploaded to the portfolio site by you for your ePortfolio once I approve it, NOT BEFORE. First it comes to me via the online classroom drop box found in week three.

Entire Unit Due Date: Week Seven, Day Seven which is October 19

This is one unit plan and the five lesson plans…one lesson plan was submitted on Sept. 21.

Entire Unit = 10 pts.

3. Putting Reading First Assignment Quiz 5 pts.

Putting Reading First. Read the document and return see the quiz that is to be submitted within 48 hours of it being posted.

Posted Quiz on Sept 15 (First day of Week Three and Quiz due by September 21, seventh day of week three) at 12 midnight. To be placed into a Drop Box. 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. I will place it in our doc sharing in the online classroom.

4. Research-Based Article: 20 points

Due dates: Week Five, Day Seven which is (October 5).
You are to identify a research article that pertains to teaching reading to students with special needs. Present your article title and five sentence minimum summary in the drop box noted and then lead a discussion of the topic in an online thread provided (that will be discussing what you learned from the article…this will be placed in a Drop Box as well as in a thread for all students to read and respond to by the last day of week five.

5. Strategy Training: 20 points. This will take preparation and time to complete, so plan out early in September.

Due date: November 9, last day of week ten. There will be a drop box.

You will be responsible for teaching the Phonological Awareness (PA) Strategy to one student who can read already, if you are not in a practicum situation, you must identify a student who can read, it should be one who has reading problems. (If that is not possible to find, then a student who can read.)

For the strategy, you must complete between 7 and 10 sessions. Know that if you are unable to do this, failure to complete the minimal 7 sessions will result in a lower grade. Therefore, START EARLY! You should check the readability of each passage prior to administering it to the student.

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 student progress.

Due Date is Week ten, day seven (November 19)

6. Phonics Assignment from book, Phonics, Phonemic Awareness, An Interactive Tutorial – 5 points

Due date – Week 8, Day seven (Oct. 26)

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.

V. Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Sept. 1 to Sept. 7</td>
<td>Introduction to the Course</td>
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<tr>
<td></td>
<td>Order Two Books</td>
<td></td>
</tr>
</tbody>
</table>
Locate a School for Strategy Training ..Connection and a Student who can already read.

Identify Two Articles From List of Recommended in this Syllabus from Rutgers Library

Read About Sakai Assignments for Lesson Plan and Unit for ePortfolio

Do Not Post Anything to Rutgers Portfolio site without my “Go Ahead”

Look in Doc Sharing to See What is There

**Week 2**

Sept. 8 to Sept. 14

Main Text (Bursuck/Damer) Read Chapter 1 page 1 to 33

Complete assignments in online classroom for week two

These assignments will take you into websites and videos From eText

Finalize plans for Strategy Training Assignment

Choose topic for Unit and Lesson Plans

**Week 3**

Sept. 15 to Sept. 21

Read Main Text Chapter 2 pages 35 to 62.

Complete Assignments in online class for week three.

Work on all long terms assignments
September 21 last day of week three - One paragraph description of unit theme and one lesson plan is due in drop box. The one lesson and the full unit will be uploaded to your ePortfolio once I approve it, NOT BEFORE….it is FIRST posted, as all major assignments are, in the online classroom drop box found within the week it is due.

I will have Posted Quiz on Sept 15 and Quiz due by September 21, at 12 midnight. To be placed into a Drop Box. You may use the document *Putting Reading First: The Research Building Blocks for Teaching Children to Read* while you take the quiz. It is located in Doc Sharing

**Week 4**

**September 22 to Sept. 28**

Read Main Text Chapter 2 pages 63 to 78

Complete Assignments in online class for week four.

Work on all long terms assignments

**Week 5**

**Sept. 29 to October 5**

Read Main Text Chapter 3 p. 79 to 130

Complete Assignments in online class for week five.

**October 5**, You are to identify a research article that pertains to teaching reading to students with special needs. Present your article title and five sentence minimum summary in the drop box noted and then lead a discussion of the topic in an online thread provided (that will be discussing what you learned from the article…this will be placed in a Drop Box as well as in a thread for all students to read and respond to by the last day of week five and week six within week five space.)

**Week 6**

**October 6 to October 12**

Read Main Text Chapter 3 p. 131 to 143

Complete Assignments in online class for week six.

**Week 7**

**October 13 to October 19**
Read Main Text Chapter 4 p.144 to 171

Complete Assignments in online class for week seven.

**Entire Unit Due Date: October 19,** This is one unit plan and the five lesson plans…one lesson plan was submitted on Sept. 21.

**Week 8**

**October 20 to October 26**

Read Main Text Chapter 4 p. 172 to 185

Complete Assignments in online class for week eight.

**Phonics Assignment from book, Phonics, Phonemic Awareness, An Interactive Tutorial** is due Oct. 26 during the first seven weeks of class, Complete the book. Plan out how many pages to complete each week. Send a statement in the drop box that you completed it and explain the value of having done so.

**Week 9**

**October 27 to November 2**

Read Main text Chapter 5 p. 186 to 211.

Complete Assignments in online class for week nine.

**Week 10**

**November 3 to November 9**

Read Main text Chapter 5 p. 212 to 237

Complete assignments in online classroom for week ten

November 9, due in drop box is proof of having taught the *Phonological Awareness (PA) Strategy* to one student who can read already, if you are not in a practicum situation, you must identify a student who can read, it should be one who has reading problems. (If that is not possible to find, then a student who can read who does not have reading problems is fine.)

For the strategy, you **must complete between 7 and 10 sessions.** START EARLY! You should check the readability of each passage prior to administering it to the student.
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 student progress. Samples will be found in the doc sharing.

<table>
<thead>
<tr>
<th>Week 11</th>
<th><strong>November 10 to November 16</strong></th>
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<tbody>
<tr>
<td></td>
<td>Read Main text chapter 6 p. 238 to 259</td>
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<td></td>
<td>Complete assignments in online classroom for week eleven</td>
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<tr>
<th>Week 12</th>
<th><strong>November 17 to November 23</strong></th>
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<tbody>
<tr>
<td></td>
<td>Read Main text chapter 6 p. 260 to 278</td>
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<tr>
<td></td>
<td>Complete assignments in online classroom for week twelve</td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th><strong>November 24 to Nov. 30</strong></th>
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<tbody>
<tr>
<td></td>
<td>Vacation Week</td>
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<tr>
<th>Week 14</th>
<th><strong>December 1 to December 7</strong></th>
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<tbody>
<tr>
<td></td>
<td>Read Main text chapter 7 p. 279 to 307</td>
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<tr>
<td></td>
<td>Complete assignments in online class for week fourteen</td>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th><strong>December 8 to December 14</strong></th>
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<tbody>
<tr>
<td></td>
<td>Read Main text chapter 7 p. 309 to 334</td>
</tr>
<tr>
<td></td>
<td>Complete assignments in online class for week fifteen</td>
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</table>

** Schedule is subject to change **