Literacy Instruction for Students with Disabilities (05:300:480:91)
Fall 2016

3 Credits

Instructor: Dr. Stuart Barudin  
Day & Time: On-Line
Phone Number: 609-462-3067  
Prerequisites or other limitations:  
As per Rutgers GSE Policy
Permission Required: No  
Directions as to where to get permission number:  
Marie.pavelchak@gse.rutgers.edu
Email: stuartbarudin@aol.com  
Office Hrs: Available evenings
Mode of Instruction:  
____ Lecture  
____ Seminar  
X Hybrid  
Online

I. Learning Goals/Course Description
This course focuses on instructional practices in special education. It explores special education approaches to reaching 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 addresses the needs of students from a board array of cultural, linguistic an economic backgrounds. This is an on-line course but is designed in coordination with the same course that may be taken in conjunction with a field placement in which students apply specific procedures and strategies from class work.

Typical coverage includes:
- Lesson planning and instruction in multiple learning environments
- Characteristics of students with mild disabilities in literacy
- Research-based instructional strategies, modifications and materials for teaching students with disabilities
- New Jersey Core Curriculum Content Standards (NJCCCS)
- New Jersey Professional Standards for Teachers (NJPST)

Course catalogue description
Please confirm at http://catalogs.rutgers.edu/generated/gse_current/pg195.html

II. Course Objectives:
State or Professional Organization Standards:
The course objectives address portions of NJPST Standard #4: Instructional Planning and Strategies
and 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 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 & 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. Course Structure

This course is offered on line and will include required readings, threaded discussions, quizzes and activities focused around unit and lesson planning.

Students are to contact the Rutgers Help Desk at 877-778-8437 Monday through Friday from 8:30 AM – 6:00PM for assistance with any technology questions associated with the assignment in this course. You also can get assistance through Pearson Education at 877-778-8437 at any time.

IV. Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

V. Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.
VI. **Class Materials/ Textbooks:**

**Required:**


National Reading Panel website download: *Put Reading First: The Research Building Blocks for Teaching Children to Read* - 2003 (58 pages). The report can be accessed at:


**Recommended:**


VII. **Course Assignments:**

All due dates are posted in the Course Schedule section of the syllabus. If you have any special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations and/or modifications, please notify the instructor. Reasonable efforts will arranged to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator.

VIII. **Course Attendance, Test and Requirements:**

1. **Attendance, Preparation and Participation** – Students are expected to complete all assignments within posted due dates.

2. All written assignments (except threaded discussions) must be submitted to the course drop box not the professors AOL on line account and must follow the prescribed format for font and margins.

3. **Online Web Assignment:**

   An activity and due date for the document *Putting Reading First: The Research Building Blocks for Teaching Children to Read* will be posted in the course shell.

4. **Phonological Awareness Lesson Plans.**

   Four (4) lesson plans using the posted Rutgers rubric are to be completed during the semester. The lesson plans need to be developed around one (1) phonological awareness, emerging literacy theme. Each lesson should reflect one instructional period and be written with sufficient detail and specifics that a substitute teacher could implement it. Use the posted Rutgers Lesson Plan format and be sure to include the grades/ages of the students and a reflection of how the lesson went. Use the website: [http://phonologicalawareness.org](http://phonologicalawareness.org) to get ideas or activities for teaching (click the tab to see activities for each area). It is suggested that you choose a lesson plan from the posted areas (rhyming, phonemic awareness, blending, segmenting, manipulation of letters/letters sounds) from the website.
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, website, organizer, mnemonic, note-taking technique or strategy steps). Lesson plan summaries should include NJCCCS and relevant IEP goals or skills that special education students would need to master (i.e., specific basic skills, integration of assistive technology and each lesson must include an assessment in the form of a rubric or quiz that represents a real-world, practical application for what was taught.

The four lesson plans are identified as follows:

- Direct Instruction
- Differentiated Instruction
- Cooperative Learning
- Collaborative Teaching

Directions will provide for each type of lesson but, regardless, it is important to provide sufficient detail and specifics to clearly show how each lesson is planned, implemented and assessed. Objectives must be stated in behavioral terms, accommodations and modifications for students with disabilities included and the four lessons should represent a sequence toward the unit goal.

5. Phonics:
Assignments from required readings will be posted in the course shell.

6. Threaded Discussions:
Students will be expected to participate in four (4) threaded discussions based on required readings throughout the semester. Pure opinions and thoughts will not sufficient for full credit. The content added to the threaded discussions must contain information from researched articles, the texts or any of the readings posted in the course shell. All threaded discussions are divided into two steps. Students are to enter their response to the specific question presented to the class or their assigned group. In the second part, students have to enter a detailed response to each member of the class that responded to the same question. Two different due dates are assigned to each threaded discussion. The first date is when students must post their own response to the selected question. The second due date is when all follow up responses to the students who selected the same option must be posted.

7. Strategy Training Videos:
Students will be expected to submit two videos based on the second and third stages in the posted Phonological Awareness Strategy Training Manual (Boyle). Specific instructions for the assignment on each stage will be provided during the semester. The videos are an opportunity for students to demonstrate the ability to implement different types of phonological instructional strategies. Videos can be submitted at any time during the semester, but no later than the due date for each stage.

8. Exams:
There will be two tests administered during the semester covering assigned readings and literature in the area of special education and literacy
IX. Assignment Policy:

- **Academic Integrity:** Students are expected to comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from the instructor and or other appropriate resource (i.e., the Rutgers Help Desk). Assignments are expected to be individually prepared unless a group project is assigned. The consequences for violating policies of academic integrity and other elements of the student code are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work for 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” work from friends. You can avoid problems by being organized and getting work done by the posted due dates. Please review the following website on the Rutgers University policy on academic integrity:

  [http://academicintegrity.rutgers.edu/policy-on-academic-integrity](http://academicintegrity.rutgers.edu/policy-on-academic-integrity)

- **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 the term “normal” has multiple meanings and may inappropriately imply abnormal where it is not applied, the term should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. Please refer to the most recent APA Manual for more information on person-first terminology.

- **All assignments (except Threaded Discussions and the videos) must be submitted in the course drop box.** They must be typed and double-spaced, have a 12-point Times New Roman font with margins assigned as follows: 0.5 for top and bottom, 0.8 for left and right. When appropriate, all assignments must be completed using the most recent APA format (6th Edition – 2006).

- Assignments are to be completed in a manner consistent with students in a graduate school program. Writing is an important skill and crucial to master, especially for someone wanting a career in education.

- Preliminary drafts of written assignments will not be reviewed or graded. Students are expected to follow directions for each assignment and submit them as posted in the course shell.
X. **Grading Policy**

Evaluation of your performance in this course is based on the percentage of total points you earn in completing all the required assignments. Assignments submitted after the posted due dates will be penalized at a rate of 5% of the assignment value for each day late. Students may receive permission to submit an assignment after the posted due date only with the written permission of the instructor:

**Grading and Activities:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Projected Due Date(s)</th>
</tr>
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<tbody>
<tr>
<td>Student Bio</td>
<td>5</td>
<td>September 8</td>
</tr>
<tr>
<td>Student Data Form</td>
<td>5</td>
<td>September 8</td>
</tr>
<tr>
<td>NRP - Essay</td>
<td>20</td>
<td>September 25</td>
</tr>
<tr>
<td>Lesson Plan #1 - Direct Instruction</td>
<td>10</td>
<td>October 2</td>
</tr>
<tr>
<td>Lesson Plan #2 – Differentiated Instruction</td>
<td>10</td>
<td>October 23</td>
</tr>
<tr>
<td>Lesson Plan #3 – Cooperative Learning</td>
<td>10</td>
<td>November 6</td>
</tr>
<tr>
<td>Lesson Plan #4 – Collaborative Teaching</td>
<td>10</td>
<td>November 20</td>
</tr>
<tr>
<td>Phonics Essays: 2 @ 10 Points</td>
<td>20</td>
<td>October 9</td>
</tr>
<tr>
<td>Threaded Discussions: 4 @ 10 Points</td>
<td>40</td>
<td>October 15/18</td>
</tr>
<tr>
<td>Strategy Training Videos: 2 @ 10 Points</td>
<td>20</td>
<td>October 16</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td>October 26</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>December 15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td></td>
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**Final Grade Determination:**

<table>
<thead>
<tr>
<th>Percentage of Total Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92 – 100</td>
<td>A</td>
</tr>
<tr>
<td>87 – 91</td>
<td>B+</td>
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<tr>
<td>82 – 86</td>
<td>B</td>
</tr>
<tr>
<td>77 – 81</td>
<td>C+</td>
</tr>
<tr>
<td>72 – 76</td>
<td>C</td>
</tr>
<tr>
<td>62 – 71</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 62</td>
<td>F</td>
</tr>
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</table>
XI: **Course Schedule:**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Reading/Assignment Due Dates</th>
</tr>
</thead>
</table>
| 9/5/16  | Introduction to Course  
Review of Syllabus, Readings and Assignments                        | - Student Information Sheet (9/8)  
- Student Biography (9/8)                                             |
| 9/12/16 | Strategy Training  
- **Threaded Discussion #1 (9/15 - 9/18)**                        |
| 9/19/16 | Overview of Reading                                                  | - National Reading Panel (NRP) article  
- Selected Readings  
- **NRP Essay** (9/25)                                              |
| 9/26/16 | Systematic Reading Instruction                                       | - Bursuck & Damer Chapter 1  
- Selected Readings  
- **Lesson Plan #1 (Direct Instruction)** (10/2)                     |
| 10/3/16 | Phonemic Awareness                                                   | - Bursack & Damer Chapter 2  
- Leu and Kinzer Chapters 1 - 4  
- Selected Readings  
- **Phonics Assignment #1 (10/9)**  
- **Threaded Discussion #2 (10/6 – 10/9)**                           |
| 10/10/16| Phonics                                                              | - Bursuck & Damer Chapter 3  
- **Strategy Training Video #1 (10/16)**                            |
| 10/17/16| Advanced Word Reading & Reading Fluency                             | - Bursuck & Damer Chapter 4  
- **Lesson Plan #2 (Differentiated)** (10/23)                         |
| 10/24/16| Midterm Exam                                                         | (10/26)                                                      |
| 10/31/16| Reading Fluency Vocabulary & Word Recognition                       | - Bursack & Damer Chapters 5 - 6  
- Selected Readings  
- **Lesson Plan #3 (Cooperative Learning)** (11/6)                     |
| 11/7/16 | Assessment in Reading & Reading Materials                           | - Selected Readings  
- **Threaded Discussion #3 (11/10 – 11/13)**                         |
| 11/14/16| Reading Comprehension                                               | - Bursuck & Damer Chapter 7  
- Selected Readings  
- **Lesson Plan #4 (Collaborative Teaching)** (11/20)                  |
| 11/21/16| Thanksgiving Recess                                                 |                                                            |
| 11/28/16| Oral Language Skills                                                | - Selected Readings  
- **Threaded Discussion #4 (12/1 – 12/4)**                           |
| 12/5/16 | Spelling/Handwriting                                                | - Selected Readings  
- **Phonics Assignment #2 (12/11)**  
- **Strategy Training Video** (12/11)                                 |
| 12/12/16| Final Exam                                                          | (12/15)                                                      |