

Western Carolina University
College of Education and Allied Professions
SPED 423: Teaching Students w/ Mild to Moderate Disabilities
Fall 2021 Montego Bay, Jamaica
September 27-November 7, 2021

- ❖ Pre-Class (Asynchronous): September 27-October 10, 2021
- ❖ Class: (Asynchronous / **** Synchronous- NOTE**)
October 11-October 24, 2021
- ❖ Post-Class (Asynchronous): October 25-November 7, 2021

Instructor: Charmion B. Rush, PhD / cbrush@wcu.edu

**** NOTE -Synchronous Class:**

Oct. 11th Monday, @ 5:30-7:30 pm

Zoom: <https://wcu.zoom.us/j/85381884477>

Oct. 13th Wednesday, @ 5:30-7:30 pm

Zoom: <https://wcu.zoom.us/j/85381884477>

Oct. 18th Monday, @ 5:30-7:30 pm

Zoom: <https://wcu.zoom.us/j/85381884477>

Oct. 20th Wednesday, @ 5:30-7:30 pm

Zoom: <https://wcu.zoom.us/j/85381884477>

Conceptual Framework

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

Course Description:

This course is designed to introduce candidates to the knowledge, skills and procedures needed to provide effective instruction for students who struggle with reading and writing and require targeted or intensive intervention. The principles, techniques, methods and strategies presented in this class are based on research-validated instructional strategies.

In this course candidates will assess students, plan and teach a comprehensive series of daily instruction lessons which include explicit instructional procedures, activities and materials for teaching strategies in phonemic awareness, systematic phonics, spelling, reading, fluency, vocabulary and comprehension. Overall, the class will provide candidates with a good

understanding of what it takes to build an individualized reading instruction program that will have a direct effect on the academic performance of their children.

Course Textbook:

Your instructor will provide your **Participant Manual** for this course. Your Participant Manual will be provided by the first day of class: *October 11, 2021*

Course Goals and Objectives

Introduction: Overview and Purpose

1. Understand the goals and purpose of this course.
2. Understand the factors that support the implementation and sustainability of research-based practices within a school.
3. Understand and demonstrate the ability to use appropriate guidelines to select a research-based program of instructional materials and procedures.

Unit 1: Statistics and Science to Learning to Read and Spell

1. Accurately summarize the research findings regarding the scope of the reading problem and current state of reading.
2. Knowledgeable about a variety of print and web-based resources that support and augment the summary of research findings for improving reading skills of students with persistent reading problems.
3. Discover and examine the scientific research behind students acquiring literacy.
4. Examine a variety of models of skilled reading.
5. Identify and distinguish between of the phases of reading and spelling.
6. Analyze the profiles of severe reading difficulties.
7. Understand and recite the most common cause of reading difficulties.
8. Examine dyslexia and recall characteristics of this learning disability.
9. Observe the impact of early intervention based on brain research.
10. Identify the instructional principles supporting the differences in learning to read.
11. Understand and employ the gradual release model.
12. Explore specially designed instruction to meet student's needs
13. Apply knowledge to form hypothesis of stage/profile of a struggling reader.

Unit 2: The Structure of Language

1. Explore how the structure of language is embedded in the reading models.
2. Define and explore the components that make-up the structure of the English Language.
3. Understand how the components relate to reading and writing instruction.
4. Define, explore, and practice pronunciation of the phonemes in English Language.
5. Apply knowledge to determine use of voiced and unvoiced sounds.
6. Classify consonant and vowel phonemes by variations of pronunciation.
7. Discuss the history of our English language and its impact on oral and written language.

Unit 3: Basic Principles of Reading Assessment

1. Understand the purpose of assessment.
2. Identify different functions and types of assessments: screenings, informal assessment, progress monitoring, outcome and summative measures.
3. Explore assessment recommendations for the primary and secondary grades.
4. Understand the steps involved in an assessment of reading
5. Understand procedures to determine instruction and/or intervention based on assessment results.

Unit 4: Phonological Awareness and Phonics

1. Understand the stages of the development of phonological awareness skills and give an example illustrating each stage.
2. Identify the challenges that children may encounter during the acquisition of phonological skills.
3. Provide strategies to aid students in developing phonological awareness.
4. Understand the meaning and role of graphophonemic awareness in learning to read and spell and challenges that students may encounter.
5. Identify the barriers to learning letter/sound associations.
6. Provide examples of effective teaching of beginning decoding and spelling skills in the following areas: letter/sound associations; segmentation and blending and manipulation.
7. Demonstrate the ability to assess a student's knowledge of phonological awareness and phonics and analyze the results.

Unit 5: Word Recognition, Syllable Structures, and Spelling

1. Understand the development of, and challenges associated with, word recognition and spelling skills
2. Understand the principles of teaching word recognition, syllable structures, and spelling; giving examples illustrating each principle
3. Understand the sequence of instruction that research shows to be most effective in teaching word recognition, syllable structures, and spelling
4. Identify explicit, multisensory, and systematic strategies for teaching word recognition, syllable structures, and spelling
5. Analyze assessment data associated with word recognition skills and spelling, and identify instructional goals and strategies to address areas of need for a student

Unit 6: Fluency

1. Identify and examine the components of fluency
2. Investigate the relationship between fluency, decoding and comprehension
3. Review the impact of early fluency as a predictor of reading comprehension
4. Examine fluency as a component of skilled reading models
5. Explore and compare the development of fluency between average and challenged readers
6. Understand the principles of assessing and intervention of fluency
7. Review levels of text and its implications for fluency instruction
8. Identify specific strategies for developing reading fluency

Unit 7: Vocabulary Instruction

1. Understand oral vocabulary development in young children.
2. Understand how print materials foster vocabulary development and reading achievement.
3. Identify the continuum of word knowledge.
4. Understand how words are stored in the lexicon.
5. Identify evidence-based instructional strategies for developing vocabulary knowledge in students.

Unit 8: Comprehension

1. Develop an understanding of comprehension skills
2. Understand comprehension development and challenges of acquisition
3. Understand the mental model of reading comprehension
4. Identify principles of instructional practices in comprehension
5. Analyze assessment data associated with comprehension skills, and identify instructional goals and strategies to address areas of need for a student

ASSIGNMENTS/ SCORING AT A GLANCE

Products	Points
<u>Pre-Class Activities / (Asynchronous)</u> <ul style="list-style-type: none"> ❖ RRtCP Pre-Test Knowledge Survey ❖ Orientation / Participant Information Page 	50 points
<u>Daily Class Participation and Activities</u> <ul style="list-style-type: none"> ❖ 4 Asynchronous Modules x 25 points each=100 points ❖ 4 Synchronous Meetings x 25 points each=100 points 	200 points
<u>7 Homework Assignments (100 pts. each) / (Asynchronous)</u> <u>Assignment(s):</u> RRtCP Level 1 Homework Document RRtCP Introduction and Units 1 & 2 Homework RRtCP Units 4-5 Homework: Student Assessments RRtCP Unit 5 Homework: Book Review of "Essentials of Assessing, Preventing, and Overcoming Reading Difficulties" RRtCP Unit 5 Homework: Syllable Sort RRtCP Unit 7 Homework: Which Words are Worth Teaching? RRtCP Units 3-8 Homework: Student Intervention Plan and Final Reflection	700 points
<u>Post Class Activities / (Asynchronous)</u> <ul style="list-style-type: none"> ❖ RRtCP Post-Test Knowledge Survey ❖ Course Evaluation: LINK WILL BE PROVIDED 	50 points
TOTAL	1000 points

A = 90-100
 B = 80-89
 C = 70-79

Grade Equivalencies: To calculate your final grade, add up all your points and divide it by 1000.

SPED 423: Teaching Students w/ Mild to Moderate Disabilities

Pre-Class: (Asynchronous): September 27-October 10, 2021

Class: (Asynchronous / ** Synchronous- NOTE)**October 11-October 24, 2021**

Post-Class (Asynchronous): October 25-November 7, 2021

Day	Topics	Activities
Pre-Class Activities Sept. 27-Oct. 10, 2021	Orientation Navigation	<p>❖ Pre-Class Activities: Due Oct. 10, 2021 at 11:55pm</p> <ol style="list-style-type: none"> 1. Complete Course Overview/ Orientation Module 2. Complete Post Assessment 3. [COMING-TBA] Participant Manual
Day 1 Oct. 11, 2021	<p>✓ Synchronous Meeting: https://wcu.zoom.us/j/85381884477</p> <p>✓ Module 1 & Module 2 Activities (<u>Asynchronous</u>)</p>	<p>Day 1 Live: 3-Ring Binder for the Participant Manual provided on Day 1 Live</p> <p>Meet with the Instructor to Ask Questions or Discuss Ideas.</p> <p>Module 1 & Module 2 Activities Due Oct. 17 @11:55pm</p>
Day 2 Oct. 12, 2021	<p>✓ Module 1 & Module 2 (<u>Asynchronous</u>)</p>	<p>Unit 1, Unit 2, Unit 4, & Unit 5</p> <p>Module 1 & Module 2 Activities Due Oct. 17 @11:55pm</p>
Day 3 Oct. 13, 2021	<p>✓ Synchronous Meeting: https://wcu.zoom.us/j/85381884477</p> <p>✓ Module 1 & Module 2 (<u>Asynchronous</u>)</p>	<p>Day 2 Live (Required Materials):</p> <ul style="list-style-type: none"> • Flipbook that you created and used in the module 2 • Printed copy of the David Case Study <p>Module 1 & Module 2 Activities Due Oct. 17 @11:55pm</p>
Day 4 Oct. 14, 2021	<p>✓ Module 1 & Module 2 (<u>Asynchronous</u>)</p>	<p>Unit 1, Unit 2, Unit 4, & Unit 5</p> <p>Module 1 & Module 2 Activities Due Oct. 17 @11:55pm</p>
Day 5 Oct 15-17, 2021	<p>✓ Module 1 & Module 2 (<u>Asynchronous</u>)</p>	<p>Unit 1, Unit 2, Unit 4, & Unit 5</p> <p>Module 1 & Module 2 Activities Due Oct. 17 @11:55pm</p>

<p>Day 6 Oct. 18, 2021</p>	<p>✓ <u>Synchronous Meeting:</u> https://wcu.zoom.us/j/85381884477</p> <p>✓ Module 3 & Module 4 (<u>Asynchronous</u>)</p>	<p><u>Day 3 Live (Required Materials):</u></p> <ul style="list-style-type: none"> • Participant Manual • U5 Katy Case Study Pass Out Aug 2017 .pdf Download U5 Katy Case Study Pass Out Aug 2017 .pdf and document you submitted listing the strengths and weaknesses (Digital or Printed) • Cindy Case Study.pdf Download Cindy Case Study.pdf • Don't forget to study for the Post Survey! A study guide is located in the Participant Manual within the Front Matter Section at the front. <p>Module 3 & Module 4 Activities Due Oct. 24 @11:55pm</p>
<p>Day 7 Oct. 19, 2021</p>	<p>✓ Module 3 & Module 4</p>	<p>Units 5-7; Units 3-8</p> <p>Module 3 & Module 4 Activities Due Oct. 24 @11:55pm</p>
<p>Day 8 Oct. 20, 2021</p>	<p>✓ <u>Synchronous Meeting:</u> https://wcu.zoom.us/j/85381884477</p> <p>✓ Module 3 & Module 4</p>	<p><u>(cont.) Day 4 Live (Required Materials):</u></p> <ul style="list-style-type: none"> • Participant Manual • U5 Katy Case Study Pass Out Aug 2017 .pdf Download U5 Katy Case Study Pass Out Aug 2017 .pdf and document you submitted listing the strengths and weaknesses (Digital or Printed) • Cindy Case Study.pdf Download Cindy Case Study.pdf • Don't forget to study for the Post Survey! A study guide is located in the Participant Manual within the Front Matter Section at the front. <p>Module 3 & Module 4 Activities Due Oct. 24 @11:55pm</p>
<p>Day 9 Oct. 21, 2021</p>	<p>Module 3 & Module 4</p>	<p>Units 5-7; Units 3-8</p> <p>Module 3 & Module 4 Activities Due Oct. 24 @11:55pm</p>
<p>Day 10 Oct. 22-24, 2021</p>	<p>Module 3 & Module 4</p>	<p>Units 5-7; Units 3-8</p> <p>Module 3 & Module 4 Activities Due Oct. 24 @11:55pm</p>

<p>Post Class Activities October 25- November 7, 2021</p>	<p>Complete the Post Exam</p> <p>Complete the Course Evaluation</p>	<p>❖ Complete RRtCP Post-Test Knowledge Survey</p> <p><i>The exam will be posted in Canvas. This must be taken during established timeframe.</i></p> <p>❖ Complete Course Evaluation: LINK WILL BE PROVIDED</p>
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Tutoring for Distance Students:

For distance students who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Academic Integrity Policy.

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1. a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

General:

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Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

Definitions:

Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise. This includes “recycling” assignments (yours or others’).

Fabrication – *Creating and/or falsifying information or citation in any academic exercise.*

Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

Undergraduate and Graduate Academic Integrity Process.

Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

Community Vision for Inclusive Excellence Statement:

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we do not tolerate harassing or discriminating behavior that seeks to marginalize or demean members of our community.

Course Evaluation.

You will evaluate this course using a survey on Qualtrics. The evaluation is a requirement of the class. https://wcu.az1.qualtrics.com/jfe/form/SV_3ld9qJzC4CGg5zE

Class Attendance Policy.

You are expected to attend all classes. The current University Class Attendance Policy located at: https://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf

Accommodations for Students with Disabilities.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or stop by Suite 135 Killian Annex for an appointment. <http://accessibility.wcu.edu>

Civil Discourse at Western Carolina.

Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

Canvas Support.

The learning management system for this class is Canvas and can be found at: <http://wcu.Canvas.com>. Additional help with Canvas can be found at: tc.wcu.edu, (828) 227-7487.

Library Resources.

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://library.wcu.edu>) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Beth McDonough bmcdono@wcu.edu, or from the research guide: <http://researchguides.wcu.edu/Education> or <http://researchguides.wcu.edu/Counseling>

Academic Toolbox. The Academic Toolbox is available in all WCU courses via the course Canvas site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

Jamaican Relevancy Statement.

SPED 423 introduces candidates to the knowledge, skills and procedures needed to provide effective instruction for students who struggle with reading and writing. Research-validated instructional strategies are presented to improve education for all students, including those with disabilities. The course encourages using principles of instruction that are based in Jamaica and relevant to Jamaica. The final evaluation for the class will include a question related specifically to whether the information presented during the course was relevant to Jamaican schools.

Diversity Statement. Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).