

BYU CPSE 430- Winter 2020 Syllabus

Teaching Reading and Language Arts to Students with Disabilities



INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

In this course, we will explore the nature of reading and writing with a special emphasis on effective instructional practices to meet the needs of all learners, while respecting diversity. CPSE 430 students will learn to become thoughtfully adaptive teachers of literacy meanwhile engaged in both a professional learning community as a class and partnership amongst the local elementary schools. CPSE 430 students will learn practical and hands-on approaches for teaching reading and writing to students with disabilities. CPSE 430 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific assessment and teaching strategies learned throughout.

PREREQUISITES

Admission to Special Education Major or licensure program.

MATERIALS

- Intensive Reading Interventions For the Elementary Grades by Wanzek, Al Otaiba and McMaster
- Powerful Writing Strategies for All Students by Harris, Graham, Mason and Friedlander
- Assigned Journal Article Readings - For each class please bring either a hard copy

of the assigned readings or download it onto your electronic device prior to class

due to questionable internet access. Note that, access to the journal articles can be found via the Harold B. Lee Library. ([Link](#))

PROFESSIONAL PRACTICE FRAMEWORK DISPOSITIONS

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify course goals, facilitating their enactment in class and during your work with your district students this semester. Expectations:

- CPSE 430 students will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
 - CPSE 430 students will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
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LEARNING OUTCOMES

In this course, CPSE 430 students will be able to demonstrate an understanding of:

- Theories of reading and writing development and effective instruction
 - Major approaches to literacy instruction
 - Differentiating instruction for struggling and special needs readers and writers
 - How to use assessment to inform literacy instruction for specific students
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LEARNING QUESTIONS

Upon completion of the course, you should be able to answer the following questions:

- What do I need to understand about typical development in reading to teach students who are falling behind?
- What do I need to understand about typical development in writing to teach students who are falling behind?
- What are the primary domains of reading development and how are they evident in reading for early readers and late elementary readers?
- How do I assess reading skills for the purpose of developing an individual learning profile and planning and delivering individualized, remedial, or intensive instruction?

- How do I assess writing skills for the purpose of planning and delivering individualized, remedial, or intensive instruction?
- How do I provide supported and intensive instruction in reading?
- How do I provide supported and intensive instruction in writing?
- What instructional strategies have evidence of greatest impact on student outcomes?
- How does Special Education contribute to school-wide systems of literacy instruction?

GRADES AND GRADING METHODOLOGY

Grading Scale:

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Note: All grades will be rounded (e.g., 89.50% is calculated as 90%)

Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments:

Assignment Type	Due	Grade %	Total Points
Collaborative Literacy Blogs	Weekly	10%	100
Literacy Autobiography	1.14.2020	5 %	50
TRI Videos	Video 1 – 1.31.20.20 Video 2 – 2.14.2020	5% 5%	50 points each video 100 pts total
Literacy Project	3.5.2020	20%	200
Weekly Tutoring Logs	See dates	10%	100
SRSD Unit with Contextual Factors	4.9.2020	20%	200
Final: TRI KIT Completed	4.15.2020	22%	220
Kid Watching Case Study Project	4.22.2020		
Attendance and Participation		3%	30
Total		100%	1000 points

Late Assignment Policy:

It is **very** important that work be turned in on time or you will find it very difficult to catch up. All work in the course (e.g., projects, articles, blogs, etc.) must be completed on time. Any assignments that are late will have points deducted from it (5% taken off for every late day after due date).

ASSIGNMENTS

This is a more in depth approach to describe the assignment categories listed above:

1. COLLABORATIVE LITERACY BLOG POSTS

- **DUE:** WEEKLY

Through your blog you will →

- Reflect on the readings, giving yourself the opportunity to read and think deeply about course content.
- Become a reflective practitioner by learning to think critically about course content with respect to your own teaching and learning experiences.
- Have the opportunity to learn a new literacy and to participate purposefully in what literacy researchers call New Literacies (literacies built around collaboration and community and that involve a technological element that changes the traditional literacy model in important ways).
- Engage with a community of blogger-teacher-learners who will provide you with feedback, challenge your thinking, support your efforts, and help you grow as learners and teachers.

Weekly Reading Responses:

- **DUE:** 11:59 pm, Friday before class on Tuesday
- You will form a collaborative Blog group of 5 -6 class members. Each week 1 person from your team will serve as the “head blogger.” The head blogger will respond and reflect on that week’s readings. Head blogger reading responses should be thoughtful, reflective (obviously) and should be geared to helping your team process the course readings and discussion in terms of classroom practice. Every response should include reflections on course readings, classroom discussions, and on experiences teaching in your field placement.

Commenting on your Blog:

- **DUE:** 8am Tuesday
- You must read and comment on your head blogger’s work each week.

- What should you write? You don't need to use academic language. You don't need to formally cite what you read. Instead, reflect on your reading and teaching

in whatever ways come naturally to you. Your posts are required to incorporate your ideas and thoughts about the assigned readings, and should ideally include experiences from your field experience placement, students with whom you work, as well as your experiences. You might also consider this format:

- What I think: Expand on the content, connecting information within and across readings.
- Guess what happened: Expand on ways the content influenced your teaching while onsite in your field placement – how did what you learn via the readings and classroom discussion and practice affect your work with your student?
- What makes me question: What questions come to mind as you think about the content in connection with your field placement work?
- How I can connect in the future: What practical applications do you hope to make for the work you will do with your students in your own classroom one day?

Grading:

- Points will be awarded holistically, considering the completeness of the blog, the quality of the posts, and the quality of community participation on the head blogger's work. An informal Grading Rubric:
- A high quality post
 - is written in authentic, personable, non-academic, professional language
 - addresses the course readings, drawing specifically on elements of the text that they want to focus on either to agree and elaborate, disagree, question, challenge, wonder about, or otherwise spend time discussing
 - addresses specific classroom practice in specific ways, connected to the reading or class discussion
 - is compelling to read: personal, passionate, interesting, well-crafted

- A high quality comment
 - addresses the specifics in the post and talks back to the posts in specific ways
 - recognizes the head blogger as a real person, and directs their comments directly to the author
 - is personal authentic, real

Some caveats:

- I expect your blogs to be REAL (okay – keeping it real – make them as “real” as they can be given their purpose and context)
- Sometimes great bloggers write on tangents
- Sometimes great bloggers use non-standard vernaculars, mechanics, or formatting (in other words – you can write creatively if your topic of your blog for that week seems to call for it)
- Sometimes great bloggers aren’t able to post perfectly regularly and their audience understands this (i.e. you can miss **one** AND **ONLY** one week of posting and responding without penalty- WORK THIS OUT AS A GROUP – DECIDE THE WEEK YOU WANT TO MISS!)

2. LITERACY AUTOBIOGRAPHY

- **DUE:** Submitted to LS by 8 am, Tuesday, January 14, 2020. Bring a hard copy with you to class that day.

Your Literacy Autobiography should include the following:

1. The Self-Reflection – please include:
 - A time line of when you learned to read to the best of your memory.
 - A time line of when you learned to write to the best of your memory.
 - How did you learn to read and write?
 - What activities (if any) did you engage in at your home that supported your reading and writing development?
 - Did reading and writing come easily? Explain how and why?
 - Was learning to read and write difficult? Explain how and why?
 - List favorite books.
 - Did you visit the library outside of school growing up? Explain.
 - What is your experience in working with students who struggle in reading and writing?
 - What do you think are the best ways (strategies) to teach a struggling reader to read? Struggling writer to write? Why?
 - Remember to give background information to give reader some context (This is where you include major reading/writing milestones, age, grade, memories of teachers and/or parental support during this process?)

2. The Interviews- you must interview 3 people and ask them the above questions. You must have one interview from a person of a different gender than you. You must also

have one interview from a person from a different racial or ethnic group than you.

3. The Summary

- Synthesize and summarize information you collected in steps one and two.
- Compare and contrast the information you collected from your interviews and your self-reflection.
- Include a section reflecting on why you have been asked to complete this assignment for this class. What insights have you discovered?
- How will you use the information you have discovered in your work as a special educator?
- Be prepared to share in class.

3. TRI Videos

- **DUE:** Video 1 (TRI Word Work, PINK or BLUE) Submitted by 11:59 om, Friday, January 31, 2020 to Erica.
- **DUE:** Video 2 (TRI GREEN Word Work) Submitted by 11:59 om, Friday, February 14, 2020 to Erica.

Your TRI Videos must include the following:

Video 1 – please include:

- A video of you working with a practicum “little”.
- PINK or BLUE Segmenting Words, Change 1 Sound, and Read, Write and Say
- A PINK or BLUE Diagnostic Map

Video 2 – made up of two sub-videos - please include:

- A video of you working with a practicum “little”.
- Segmenting Words in Green,
- Sort Write and Say,
- Word Division
- Sight Words
- A GREEN Diagnostic Map

4. LITERACY PROJECT

- **DUE:** March 5, 2020

Background of Assignment:

- In many districts, Special Educators offer multiple roles of support for both students and colleagues. As such, you may be asked to conduct a professional development workshop for your colleagues.
- With this in mind, you will create one mini-workshop this semester to present in class.
- The workshop is NOT a presentation; it is meant to be an active investigation of a specific topic. Participants should leave the session with one or more practical strategies to try with students – having had the opportunity to try it out themselves.
- The focus of your workshop and a tentative implementation outline must be approved by me at least 1 week before you you’re your workshop.
- Please limit workshops to 15 minutes in length.

- Students will work in groups of 5-6.
- Select a topic from the following choices: Phonological Awareness, Phonics, Vocabulary, Fluency, or Comprehension and present a professional development

mini workshop for the class.

Your professional development workshop will consist of three parts→

Part 1: Powerpoints need to be uploaded to Learning Suite through Digital Dialogue

- Clarity of visual and oral presentation. (10 points)
- Selection and use of references to support presentation. Reference should be listed on the last slide in APA format. To earn full credit you will need to submit on time and have passed approval. (10 points)
- Definition of topic and research to support its importance in 2-3 slides. (20 points)
- Related theories of teaching in around 2-3 slides. (30 points)
- Education Implications of practical activities that emerge from theory for the class to participate in- explained in 3-5 slides. (30 points)
- Accommodations, Modifications, and Instructional/Behavioral Strategies in a minimum of 5 slides. This section includes everything a special educator can do to match the student's instructional need in this particular area of literacy learning. (30 points)
- Assessment practices, 1 – 2 slides (20 points)

Part 2: Class presentation include the following information of practical activities for the class to participate in that emerge from the theory.

- Present the workshop in 15 minutes (do not go over time).
- Let us know the skill and the grade levels of teachers for whom you would be conducting the workshop.
- Write a lesson plan (1 to 2 pages) for your presentation; include handouts such as readings, materials for participation, and an evaluation form. (40 points)

Part 3: Commenting on Digital Dialogue

- Comment on 3 classmates' powerpoints through Digital Dialogue
- Comment on content and relate to how you will use the information. Comment via text. (10 points)

5. WEEKLY TUTORING, LEARNING LOGS AND FORMAL WRITE UPS (6)

- DUE 11:59 pm on the following dates:
 - Log 1 Due: January 30, 2020
 - Log 2 Due: February 6, 2020
 - Log 3 Due: February 20, 2020
 - Log 4 Due: March 12, 2020
 - Log 5 Due: March 26, 2020
 - Log 6 Due: April 9, 2020
- One of your primary roles as a Special Educator will be the support you offer

struggling readers and writers. With this in mind, you will be expected to tutor a child for **at least one hour per week** at your assigned field site.

- You will also be expected to administer weekly assessments. Over the course of the semester, you will be asked to keep a learning log for each tutoring session with your students. You will then synthesize the information in your weekly learning logs and submit 6 formal learning log write ups (three per student) in which you describe your tutoring sessions.
- Each formal log write up should be approximately 2-4 pages (or 700-1400 words).
- While the structure and focus of each session will of course be specific to the student's identified needs, and the context in which you are working, there are some general areas you should consider when planning your tutoring sessions.

These include→

Your TRI lesson:

- Working with familiar text to build fluency (ReReading for Fluency)
- Focused word study (appropriate for the TRI level)
- High-Frequency Words
- Vocabulary learning and support
- Supported reading of a text at the student's instructional level (Guided Oral Reading)
- Comprehension work
- Connection to writing (Adapted Interactive Writing)

- Opportunity for engaged conversation
- Informal assessments to gauge learning

Remember that class readings will offer different points of focus as you build your professional expertise. I ask that you connect what you understand from these professional investigations and conversations to your practical work as a Special Educator as you work with your students and as you submit your learning logs.

Please be sure to (you must) cover the following areas in your logs:

- **Session Goals / Objectives:** This section describes what you hope to achieve with your students by the end of each tutoring session.
- **Summary/Observations:** This section summarizes and describes what you did with your student, including materials used, student's reaction, overall progress made in that particular session, observations of the student, (what stands out as interesting or noteworthy.)

- New Learning introduced: Remember that you will be introducing new learning to the students you tutor as we cover new material in class. You will also be using informal assessments to understand how to match your students' specific instructional needs. Please explicitly describe the new learning introduced, and give evidence of how your student responded.
- Critical Reflection: Please use readings, prior coursework, and prior sessions with your student as lenses to consider the progress both of you are making. Use these resources and experiences to critically reflect on your work and your student's progress. Please explicitly describe the connections that you are making to your tutoring session.
- Next Steps: Include a description of how this session is informing your thoughts about your next tutoring session.

6. SRSD UNIT WITH CONTEXTUAL FACTORS PROJECT

- **DUE:** April 9, 2020

You will plan and implement a two week SRSD persuasive writing unit with a practicum student. You will provide at least 6 days of SRSD writing instruction. You will also provide a pre and post writing assessment. In addition, you will consider contextual factors as part of the project. To complete this project you must submit pre and post writing assessments, lesson plans, contextual factors and a reflection of your work.

In order gather data for your contextual factors you must interview at least 2 individuals from your practicum site – One interview may include a teacher. The other interview must include someone who would be a member of an IEP team. You will use the data you gathered to write an essay answering each of the following questions:

Please include:

- What are your thoughts about how the geographic location impacts student learning?
- What are your thoughts about how the community and school population impact student learning?
- What are your thoughts about how the socio-economic profile impacts student learning?
- What are your thoughts about how the race/ethnicity profile of the student body impacts student learning?
- Are there any other considerations about the community or school that could impact student learning?

7. KIDWATCHING/MULTIPLE CASE STUDY PROJECT

- **DUE:** April 15, 2020 – TRI KITS Completed
- **DUE:** April 22, 2020, submit a paper copy in class as well as a digital copy to Learning Suite (LS) by 11:59 pm.

- Average Length: 10-11 single-spaced pages.
- As an integrated project for this course, you will “kidwatch” two students. Based on your “kidwatching,” you will analyze the students’ literacy learning and write a final case study of each of your students as a reader, writer, and literacy learner.
- The case study is meant to be a synthesis of your learning over the course of the semester, and your weekly logs will offer much to pull from in this final piece.
- With that knowledge, you will make recommendations for further instruction.

All about Kidwatching →

- Kidwatching is a way for teachers to closely observe and document a child’s performance and response to instruction .
- Coined by Yetta Goodman, kidwatching involves anecdotal or more structured teacher records documenting student progress and performance.
- This focused observation provides teachers with authentic measures of children’s performance as they engage in literacy and language.
- Through this project you will learn to observe, study , and analyze each child’s literacy learning so that you can match your instruction to what the child needs.
- Ultimately, through kidwatching, you will be able to plan instruction tailored for each child’s individual strengths and needs.

To complete the Final, you must include:

1. Present a completed TRI Kit on April 15, 2020 in class. A Materials list will be provided.
2. Upload your case study that includes the following:
 - Introduction: This should include your general philosophy of literacy instruction and your thoughts about your role as a special educator and literacy advocate. It is also helpful to provide a brief summary/overview of what will be presented in the multiple case study.

- **Background Information (per student):** This should include an introduction and description of your student. Please include a few comments about your tutoring sessions.
- **Tutoring Summary of the Work Completed this Semester (per student):** You want to give the reader an idea of the types of things that you did with your student during your tutoring sessions and the assessments that were completed. Please break down these summaries by topic (i.e., oral reading, comprehension, fluency, etc.). At some point in your paper, be sure to list the results of all assessments. I find that organizing this information into a chart makes it easier to read and compare scores. When summarizing your tutoring, consider the assessments and tutoring sessions that you provided and how these assessments informed the work that you were doing with your student.
- **Recommendations (per student):** Briefly summarize what you learned about your student throughout the year and highlight your students' strengths/weaknesses. Offer recommendations for future instruction. When giving your recommendations, please categorize them using the same categories that were used to describe your tutoring sessions (i.e., oral reading, comprehension, fluency, etc.)
- **Conclusion & Reflection (per student):** Please reflect upon your tutoring and assessment experiences. In addition, include any concluding thoughts about your student. Reflections should cover the entire time that was spent with your student.
- **Synthesis and Final Remarks:** Please use this section to compare and contrast your work and learning with each of your students. How were they similar, how are they different? Did you use the same strategies? How do you instruct your 2nd student differently from your first student? Why or why not?

ATTENDANCE

- **DUE:** Each class period

Attendance: You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, stay entire time and attend every class session.
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of 12 hours **PRIOR** to the class session.
- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.
- If you choose not to do so, you will lose **8 points** from your final grade for each absence more than one. Please note that you will forfeit the opportunity to make up an absence if you do not notify me before missing class.
- Missing class without letting me know ahead of time will also result in losing 8 points from your final grade in all situations (even the first and only absence).

CLASS PARTICIPATION

Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, responding to them and reflecting on them, and participating (with a capital P) in class activities and discussion.

- For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.

Keep in mind, you are expected to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. In other words, you may use your computers for taking notes during the lecture portion of class. You may also use your computer for in class activities where I invite you to use them. At all other times, your computer should be closed. Cell phones should not be out during class at any time.

Grading:

- You may earn 30 points (worth 3% of your grade) by following attendance and participation expectations described above.
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UNIVERSITY POLICIES

1. HONOR CODE

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

2. GRADING EXPECTATION

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completed all coursework, and participated in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

3. SEXUAL MISCONDUCT

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class

assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

4. STUDENT DISABILITY

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

5. ACADEMIC HONESTY

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

