The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Instructor Information

Name: Dr. Kathryn Tucker
Title: Assistant Professor
Office Location: Marsh Hall, Rm 133A
Office Hours: Monday 11:00-12:00, 1:00-2:00
Tuesday 1:00-2:00 (Beckley)
Wednesday 1:00-2:00
Thursday 1:00-2:00
By appointment
Office Phone: 304-384-5293
Office Fax: 304-384-5398
Email Address: kjtucker@concord.edu
Division/Department Website: http://www.concord.edu/education/

Course Title: SPED 417, Reading Strategies for Special Education I
Course CRN: 20560
Section: 1HW
Credit Hours: 3 Hours
Semester Taught: Spring, 2017
Room Number: Marsh 100
Course Time: M/W, 9:00-10:30
Course Management System: Blackboard
Hardware/Software Needed: Microsoft Word is required for all assignments submitted on Blackboard
Prerequisites: SPED 303, Introduction to Special Education
Part 2:

Course Description:

This course presents a variety of methods for teaching reading to students who have special learning needs. Emphasis will be placed on differentiated instruction as it applies to teaching reading strategies.

This course provides opportunities for students to explore the position that reading and spoken language have much in common. It focuses on the development of reading abilities, the difficult issues involved in defining reading disabilities, and the classification of reading disabilities. Additionally, the course focuses on the development of literacy skills essential to reading. An introduction to assessment, instructional strategies and remediation of reading disabilities is provided as a transition to the second course.

A 10-hour field experience is required for this class.

Course Rationale:

The course is designed to build students’ knowledge of the importance of language and reading competence in literacy routines that characterize daily classroom activities. Through a variety of approaches, students are given opportunities to prepare appropriate methods for teaching reading and literacy skills. Because many students with mild disabilities can experience difficulty at any point of their reading development, it is essential that teachers be prepared to address those difficulties from a variety of approaches. Therefore, multiple approaches to the instruction of both reading and literacy will be explored.

Concord University Educational Goal(s)

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
   - listening and speaking
   - reading and writing
   - graphic communication
   - media and technology literacy
2. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
6. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. A recognition of the complex interactions between organisms, including human beings, and their environments.
3. Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

Dr. Kathryn Tucker, SPED 417, Fall, 2017, M/W 9:00-10:30.
1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Motivation to pursue lifelong learning and ongoing intellectual growth.

National Standards:

Upon successful completion of this course, each student will achieve the following course objectives:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standards Addressed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>CEC</td>
</tr>
<tr>
<td>Identify types of reading difficulties experienced by students with mild disabilities.</td>
<td>1, 4</td>
</tr>
<tr>
<td>Identify the components of reading and reading instruction.</td>
<td>2,</td>
</tr>
<tr>
<td>Define phonological awareness, letter-sound correspondence, and the alphabetic principle.</td>
<td>5</td>
</tr>
<tr>
<td>Identify stages of reading development.</td>
<td>2,</td>
</tr>
<tr>
<td>Define and classify reading disabilities.</td>
<td>4,</td>
</tr>
<tr>
<td>Identify causes of reading disabilities.</td>
<td>4,</td>
</tr>
<tr>
<td>Utilize assessment to identify reading deficiencies and to provide the basis for individual instructional design.</td>
<td>3, 4,</td>
</tr>
<tr>
<td>Identify methods of differentiated instruction that will address the types of reading difficulties most often found with students with mild disabilities.</td>
<td>3, 5</td>
</tr>
</tbody>
</table>

Learning Outcomes

Course Requirements:

All assignments will be submitted electronically through blackboard and submitted on the due date by midnight. Blackboard will also be used for online instruction (dates are assigned on course schedule). Be aware that emails from the instructor will be through the Concord email addresses. A list serve for each class has been developed through blackboard so that all class members can be contacted easily. It is your responsibility, therefore, to both know your Concord email and Blackboard email and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly.
Your assignments will be submitted electronically, you must have a flash drive to which you can save copies of your work as backup in the event that something “cyber” occurs! **NOTE: You must use MS Word for all work submitted electronically. Additional information regarding the use of technology will be provided during class meetings.**

**NOTICE TO CELL PHONE OWNERS/USERS:** Cell phone usage (including text messaging) is not permitted during class sessions; therefore, you should turn off your cell phone when you enter class. Violating this policy may result in removal/withdrawal from class.

**Attendance**

This class is designed as a hybrid class. The majority of your assignments will be submitted via Blackboard; however there will be specific dates throughout the semester that you will be required to attend class in a face-to-face setting. You will receive those required dates at the beginning of the semester so that you can plan ahead. Unless otherwise stipulated by the course professor. Students are allowed 2 free absences. Students are subjected to a 10% decrease in their course average for EACH additional absence.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly. Because several of your assignments will be submitted electronically, you must maintain a backup file in the event that something “cyber” occurs! All assignments, including those submitted electronically, must be submitted on time.

**Class Participation**

Participation includes completion of all reading and written assignments prior to the class meeting. Students are expected to be actively engaged in their learning through knowledgeable discussion and interaction during class. Group discussions are frequently incorporated into classroom instruction. Participation in these activities is mandatory.

In order to understand the concepts of the course and to engage in meaningful class discussions and group work, it is imperative that students view the online associated materials for each chapter prior to the on-campus meeting.

**Grading Policy and Scale:**

Assignments are due each Sunday night at 11:59pm. The assignments must be submitted using Microsoft Word, APA formatting by utilizing 12 point, Times New Roman, Double Spacing. All assignments are submitted on BlackBoard as a separate Word document, NOT as a submission text. Each day late will result in a 25% deduction of the points.
### Course Evaluation:

<table>
<thead>
<tr>
<th>Assignments/Exams</th>
<th>Points per Assignment</th>
<th>Total Points</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Check</td>
<td>25</td>
<td>25</td>
<td>2.0</td>
</tr>
<tr>
<td>Discussion Board Topics (4)</td>
<td>20</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Quizzes (7)</td>
<td>20</td>
<td>140</td>
<td>11.4</td>
</tr>
<tr>
<td>Homework Assignments (10)</td>
<td>20</td>
<td>200</td>
<td>16.3</td>
</tr>
<tr>
<td>Read Alouds (2)</td>
<td>50</td>
<td>100</td>
<td>8.1</td>
</tr>
<tr>
<td>Projects (4)</td>
<td>50</td>
<td>200</td>
<td>16.3</td>
</tr>
<tr>
<td>Case Study (4)</td>
<td>25</td>
<td>100</td>
<td>8.1</td>
</tr>
<tr>
<td>Video Analysis (7)</td>
<td>25</td>
<td>175</td>
<td>14.2</td>
</tr>
<tr>
<td>Field Experience</td>
<td>100</td>
<td>100</td>
<td>8.1</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>110</td>
<td>110</td>
<td>9.0</td>
</tr>
</tbody>
</table>

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile Range</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>1107-1230</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>984-1106</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>861-983</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>739-860</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>738 and below</td>
</tr>
</tbody>
</table>

*Students must receive a minimum grade of “C” in the class to complete the requirements of the Teacher Education Program.*
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date/Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assessment</th>
<th>Assignment Due Sunday Evening by 11:59</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>October 9th</td>
<td>Module 1: Syllabus/BlackBoard An Introduction to Systematic, Explicit Reading Instruction</td>
<td>Chapter 1</td>
<td>Textbook Check Quiz 1 via Blackboard</td>
<td>TD 1 HW 1 CS 1 VA 1</td>
</tr>
<tr>
<td>9</td>
<td>October 16th</td>
<td>Module 2: Phonemic Awareness (Chapter 2)</td>
<td>Chapter 2</td>
<td>Quiz 2 via Blackboard</td>
<td>HW 2 Project 1 HW 3 VA 2</td>
</tr>
<tr>
<td>10</td>
<td>October 23rd</td>
<td>Module 3: Beginning Reading/Early Decoding (Chapter 3)</td>
<td>Chapter 3</td>
<td>Quiz 3 via Blackboard</td>
<td>HW 4 TD 2 HW 5 CS 2 VA 3</td>
</tr>
<tr>
<td>11</td>
<td>October 30th</td>
<td>Module 4: Advance Word Reading (Chapter 4)</td>
<td>Chapter 4</td>
<td>Quiz 4 via Blackboard</td>
<td>HW 6 Project 2 VA 4 CS 3</td>
</tr>
<tr>
<td>12</td>
<td>November 6th</td>
<td>Module 5: Reading Fluency (Chapter 5)</td>
<td>Chapter 5</td>
<td>Quiz 5 via Blackboard</td>
<td>HW 7 TD 3 VA 5 HW 8 Project 3</td>
</tr>
<tr>
<td>13</td>
<td>November 13th</td>
<td>Module 6:</td>
<td>Chapter 6</td>
<td>Quiz 6 via</td>
<td>HW 9</td>
</tr>
</tbody>
</table>
Check your emails often!

Assignments are due Sunday evenings at 11:59

This class will meet face-to-face and via the internet.
Part 3:

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same.”

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) Students are allowed 1 free absences. After the 1\textsuperscript{ST} absence, the student’s grade will be lowered by 10%. The grade will be lowered by 10\% for EACH additional absence past the allowed 1 free absence.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

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Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure
No students or employees are to report.

Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Miscellaneous:

Academic Resources:

The Academic Success Center works with students individually to help achieve their academic, personal and career goals. They work in collaboration with each student to develop good study skills and to enhance academic success

Academic Success Center http://hub.concord.edu/academicsuccess/node/1

Dr. Kathryn Tucker, SPED 417, Fall, 2017, M/W 9:00-10:30.
“The Academic Success Center (ASC) at Concord University is a place for students to come for help—whether it is assistance with coursework, advising, financial aid, or another reason. We're here to help! In fact, we LOVE to help students.”

LiveText

A 10-hour Field Placement is required with this class. An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences”.

You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.”

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly"