

APPENDIX J

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Department of Special Education

Course Syllabus

SPED 406: K-12 Literacy Instruction for Diverse Learners with Disabilities

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Office: Online Office

Office hours: Available for Zoom meetings by appointment (email for appointment). Virtual “office” hours on Wednesdays 3:45 PM-4:45 PM

Zoom Office hours link:

<https://csun.zoom.us/j/81921288222?pwd=aVJ0WGZOdTlZdW9PbjNHWGdCbzJXUT09>

Meeting ID: 819 2128 8222

Passcode: CSUN

Class Location: ONLINE

[The Michael D. Eisner College of Education Conceptual Framework \(revised 2018\)](#)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related

professionals, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

This course is designed to prepare special education candidates to teach diverse learners with disabilities reading and language arts at the elementary and secondary levels. The course focuses on the design and delivery of comprehensive literacy programs consistent with state standards, and the competencies and strengths of students with disabilities. Content specifically addresses word analysis, fluency, vocabulary, academic language, and comprehension. An emphasis is placed on the development and organization of differentiated instructional practices for students with disabilities, based on findings from individualized assessment procedures.

Course Objectives

Teacher Performance Expectations.

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. The TPEs are organized by the six CSTP domains. Details about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- 1.Engaging and Supporting All Students in Learning
- 2.Creating and Maintaining Effective Environments for Student Learning
- 3.Understanding and Organizing Subject Matter for Student Learning
- 4.Planning Instruction and Designing Learning Experiences for All Students
- 5.Assessing Student Learning
- 6.Developing as a Professional Educator

After completing this course candidates will be able to:

1. demonstrate knowledge of comprehensive and inclusive K-12 literacy programs that are standards-based and evidence-based.
2. demonstrate understanding of language as the foundation for literacy, and implications for English learners with disabilities.
3. discuss pre-writing symbolic and written language systems, including the specific features of alphabetic forms.
4. demonstrate knowledge of multiple literacies including the use of technologies and assistive technologies both within and outside of the school environment.
5. demonstrate knowledge of factors contributing to independent reading and of evidence-based strategies to motivate reluctant readers diverse in ability, language, and culture.
6. develop competency in the design of evidence-based literacy lessons including scaffolding, guided and directed reading activities, culturally responsive teaching, and incidental teaching opportunities.

7. develop competency in the use of data (observations, anecdotal, formal and informal assessments) to determine mastery of the curriculum, reading levels, and accomplishment of Individualized Education Program (IEP) goals.
8. use data from assessments to inform K-12 literacy instruction of individual learners with disabilities, including English learners.
9. conduct and interpret on-going curriculum-based assessment to measure progress within response to intervention models of tiered intervention.
10. demonstrate understanding of early literacy concepts and the contribution of family literacy to the development of beginning reading and writing.
11. discuss the role of the evidence-based practice of using phonological awareness in learning to read and the reciprocal relationship between phonetic decoding and spelling development in struggling readers.
12. use data including the results of informal assessments to plan word analysis and word recognition instruction that addresses the needs of students with disabilities, including English learners.
13. demonstrate knowledge of evidence-based practices to promote the reading rate, accuracy and prosody of diverse learners with special needs.
14. discuss the evidence-based practice of teaching vocabulary, academic language and background knowledge in comprehension instruction.
15. use data including the results of informal assessments to plan vocabulary and comprehension instruction that is differentiated, incorporates principles of SDAIE, and supports all students' understanding of narrative and expository texts.
16. demonstrate skills in planning and managing a systematic and differentiated inclusive reading/language arts program.

Course Expectations

I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns about inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student's experience.

1. Questions, Comments, Concerns? Talk with me!

Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. I highly value effective communication. If you are confused, have needs, or would like to share something with me, please reach out. While I check-in with students from time-to-time during the semester, I don't know what you don't share. I can help problem-solve if/ as needed.

Please ask! You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (SPED 406) and your name in the subject line, so I know it pertains to this class and can more easily find your records.

Also, please be aware that it may take a day or so to respond, so plan accordingly. Visiting me at my “**virtual office**” is also encouraged. I am available for office hours on Wednesday afternoons from 3:45-4:45. **If you need to meet with me outside of the office hours, please email me first to make an appointment.**

2. Syllabus: Please read this entire syllabus. I am available to answer any questions you may have.

3. Communication: CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you’ve activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to www.csun.edu/account, log in and select Mail Forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

4. Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

5. Help with Technology and Classroom Accommodations

There are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you face issues with access to technology, please let me know.

6. Assignments: All assignments (unless otherwise noted by the instructor) must be word-processed and submitted on Canvas. Computer malfunctions are not an excuse for missed or late work.

All assignments must be neat, clearly written, and contain a minimum of misspellings and grammatical errors. Please proofread all your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Papers will be returned for correction at the discretion of the instructor. **In the case where a paper is resubmitted at the request of the instructor, the final grade of the paper will be determined by averaging the original score with the revised score.**

7. Late papers: All assignments are due by the date indicated in the syllabus (See Canvas for specific due dates for each assignment).

Assignments submitted within 24 hours of the posted due date will be graded for full consideration.

Any assignments submitted between 24.1 hours and 72 hours after the posted due date will be graded but the final grade will be reduced by 10%. No assignments will be accepted later than 72 hours after the posted due date unless other arrangements have been made with the instructor.

LIFE HAPPENS, at any point in the semester, for any assignment, if you need an extension please reach out to your instructor.

8. Incompletes: University policy requires that to be given an incomplete you must have at least a passing grade at the end of the semester. This means you must be current with your assignments and have a compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know exactly what work you need to do to fulfill your requirement and to fill out an incomplete form (you can download the form here: http://www.csun.edu/sites/default/files/request_incomplete.pdf)

9. Plagiarism and Academic Integrity: Don't plagiarize. The CSUN catalog (<http://www.csun.edu/catalog/>) defines plagiarism as "[i]ntentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." We'll be discussing how to properly cite materials, and I am always available to help you if you are concerned.

10. Accommodations: If you have a disability, and need accommodations, please register with the [Disability Resources and Educational Services](#) (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact the instructor to set up an appointment.

Required Course Textbook & Readings

1. **McCormack, R. & Pasquarelli, S.L.** (2009). [Teaching reading: Strategies and resources for grades K-6](#). New York: The Guilford Press.

2. **Johns, J.** (2016). *Basic reading inventory, 12th edition*. Dubuque, IA: Kendall/Hunt. Make sure you get BOTH books- the Manual and the Student book.

HARD COPY ** previous editions may be substituted, but page numbers on reading assignments will be different. Some differences in passages may exist. TRY to get one with the CD...it makes it easier to print.

*** PURCHASE the cheapest copy of this book that you can find with BOTH the student workbook and the manual. You can use any edition after about the 9th. Candidates in **Mild-Moderate Special Education and Educational Therapy** will LIKELY use this book forever. **Deaf/Hard of Hearing Candidates:** We will use this and modify administration with DHH students. **Moderate-Severe Candidates:** you likely won't use this again- find one to borrow, purchase a used copy, or rent a version.

3. **Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S.** (2007). [Effective instruction for middle school students with reading difficulties: Reading teacher's sourcebook](#). Austin, TX: University of Texas System/Texas Education Agency. [entire PDF linked on Canvas, NO need to purchase]

****Supplemental Readings Posted on Canvas**

Course Assignments

(See detailed assignment descriptions on Canvas)

I. Attendance and Participation: You are required to participate in all class sessions/modules. Participation requires attending to the instructor and colleagues, providing thoughtful feedback, and actively engaging in learning opportunities, activities, and discussions (online). If regular participation is not observed, the instructor will schedule an office meeting to discuss remedies. If improvement is not made, points will be deducted from attendance/participation points.

ASYNCHRONOUS ONLINE CLASS (this class): Not all the participation activities are reflected in the "Assignments" group on Canvas. So, it's best to proceed through each module consecutively to ensure you're engaging in all the activities in the weekly modules.

II. Online Reading Quizzes & Discussions: Keeping up with the weekly readings is critical to your understanding of the course content and your ability to interact with the Content Modules. You will be held accountable for completing the readings for each assigned Module and through reading quizzes and discussion threads associated with key readings. Quizzes and discussion threads are posted on Canvas and are open for the beginning of each week, Mondays. **Quizzes and discussion threads close at the start of the following week and *may not be made up after they have closed.*** (For example, quiz for week 2 will be open on Monday, September 5th by 8:00 am and closes on Monday, September 12th by 8:00 am. **Quizzes and discussions are untimed, however, students have only one opportunity to take them.** Please note: Quizzes are on all assigned readings for the class.

III. Instructional Plans (3): Creating instructional plans, or lesson plans is one of the most critical skills for new teachers. You will write three (3) lesson plans to directly address the specific reading needs for struggling readers. For the first lesson plan, you are allowed to and encouraged to work with peer to exchange some ideas. If you choose to work with peer, please remember that each one of you creating your own lesson plan, but collaborating to exchange ideas. As a final product, you will be responsible for completing and submitting your own lesson plan. Lessons 2 and 3 will be completed individually. You will be provided with case-study students to write instructional lessons for or may discuss writing a lesson for a student with whom you work. *Detailed assignment guidelines are provided in Canvas.*

IV. IRI Assessment/Instruction Report: The purpose of this assignment is to learn how to administer and interpret results from an informal reading inventory. You will administer, score, and interpret results from an informal reading inventory (or IRI). For SPED 406, the required IRI is the John's Basic Reading Inventory (BRI). You will administer the BRI to a student who is not struggling with the reading process, turn in the raw data, analyze the results, and write your interpretation and recommendations in a final report.

V. RICA Practice Test : As a culmination of what you learned in this class, you'll be required to take the RICA Practice Test. If you do not need to take the RICA you will do the PLP assignment.

Assignment /Points/ Percentage

Participation and Attendance: 20 points / 15%

Reading Quizzes: 40 Points/ 20%

Instructional Plan 1 (Lesson Plan): 20 points / 10%

Instructional Plan 2 (Lesson Plan): 20 points / 10%

Instructional Plan 3 (Lesson Plan): 20 points / 10%

Informal Reading Inventory Report (BRI Report): 60 points / 25%

RICA Practice Test or PLP: 20 points / 10%

Total: 200 Points/ 100%

Grading Standards

93 – 100%	A	78 - 79%	C+
90 - 92%	A -	73 - 77 %	C
88 - 89%	B+	70 - 72%	C -
83 - 87%	B	60 - 69%	D
80 - 82%	B-	00 - 59%	F

Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects a complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

Professional Dispositions

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Dispositions identified as important within the Department of Special Education include **Personal Characteristics, Interpersonal Characteristics, Commitment to Professional Growth, Commitment to Diversity, and Commitment to Ethical Practices**. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.
- **Commitment to Ethical Practices**: Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

Resources

Most of us, at some point, need a little help. These resources are for students; don't miss out before you graduate!

- [Food Pantry](#) at CSUN: Anybody who faces challenges securing food or housing and believes this impacts course performance, should contact CSUN's Food Pantry website and the corresponding contacts. If you also feel comfortable contacting me, the department chair, or the Dean's Office, we can also facilitate assistance. You don't have to be alone in this moment.
- [Emergency MataCare grants](#), one-time grants to prevent evictions, urgent child care issues, etc.
- DACA (Deferred Action for Childhood Arrivals) Resources: Check out the [Central American Resource Center facebook page](#), [legal resources](#) listed on CSUN's Educational Opportunity Program (EOP) [Dream Center](#) that was created to support all undocumented

students & allies ([Dream Center flyer](#)). CSUN President Harrison issued a [support statement on the CSUN homepage](#) for DACA and resources.

- [University Counseling Center](#) (Bayramian Hall 5th Floor): Did you know part of your tuition covers a certain number of free counseling sessions each year? Once you leave CSUN, these sessions can cost up to \$200 per hour.
- [Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBTQ, military, or any crisis). You don't have to manage these feelings alone.
- [Pride Center](#) offers support and resources to lesbian, gay, bisexual, transgender, queer, & questioning students, faculty, & staff.
- [Learning Resource Center](#) offers tutoring, a writing center, & more
- [Campus computer labs](#)
- To de-stress, invite students to our [spa-like Oasis](#) for relaxation or our [Student Recreation Center \(SRC\)](#) ([SRC flyer](#))
- [Disabilities Resource Educational Services \(DRES\)](#), some students with disabilities aren't aware they can receive assistance.
- [Klotz Student Health Center: Numerous health services including primary care, dental, nutritional counseling, acupuncture, massage and lots more.](#)
- [Career Center](#) for resume writing & interviewing and much more; [Matty's Closet](#) has free professional clothes for students who need interview or professional attire.
- [USU](#) for more student services; [Clubs & Organizations](#): Hopefully a dozen people have already advised you to "[get involved](#)" at CSUN in something that interests you. ([USU flyer](#))
- [Associated Students](#) offers recycling, and a Children's Center providing child care
- [Financial Aid & Scholarships](#) offers aid for applications
- [University Library](#) for many additional academic resources
- [Veterans Resource Center](#) assists CSUN students as they transition from military service to academic success.

Class Schedule

ASSIGNMENTS ARE DUE BY 8:00 am. ON MONDAYS UNLESS OTHERWISE NOTED.

Rubrics for assignments will be provide in Canvas.

Note: Class schedule is subject to change at instructor's discretion.

Week 1

Topic: Course Introduction / Overview

Assigned Readings/Activities: Review Course Syllabus; Listen to or read "At a Loss for Words" (a 2019 podcast about reading instruction); Read 5 pages of Literacy for All chapter.

Tasks: Complete Introductions; Participate in a discussion about the podcast; Complete a Padlet activity responding to the question, "What is Literacy?"

Week 2

Topic: (a) Overview of Effective Reading Instruction

(b)The intersection of Social Justice and Reading Instruction

Assigned Readings/materials: Watch the "Science of Effective Reading Instruction" video

National Reading Panel Summary

Read Milner's (2020)

Read chapters 4-5 of the Denton book (PDF of the whole book provided on Canvas)

Read chapters 1-2 of the McCormack book (Provided on Canvas this week but you must buy the book for upcoming weeks)

Tasks: Participate in a discussion; Complete the Quiz

Week 3

Topic: (a) Strategic, Explicit Instruction

Assigned Readings:

Read or listen to the "What the Words Say" podcast

Reach Minskoff Chapter 1 and 2 (PDFs provided)

Watch 2 video examples of explicit instruction

Tasks: Complete week 3 reading quiz

Week 4

Topics: Phonological Awareness and Phonics Instruction

Assigned Readings:

Read McCormack & Pasquarelli, Ch 3. Page 37-54 (Stop at "Teaching Phonics");

Kilpatrick, D. (Chapter 4, pp.27-43); Denton & Vaughn text: Ch. 9 "Word Recognition"

pp.233-257; information on phonics instruction for students with extensive support needs Watch video of phonological awareness screening test; Watch video – Basic Phonics Instruction

Task: Create a video of yourself delivering phonemic awareness prompts or write 3-5 of your own prompts; Complete week 4 quiz

Week 5

Topics: Assessment and Informal Reading Inventories

Assigned Readings: Read Johns, Basic Reading Inventory, Sections 1-3.

Read guidelines for BRI assignment

Watch BRI assignment description video; Watch video on assessment; Watch video with tips for online administration of the BRI

Tasks: Administer 2 graded word lists

Week 6

Topics: Administering the Basic Reading Inventory

Assigned Readings:

Read section 4 of the John's BRI book and McCormack and Pasquarelli pp.232-240 (Stop at "Final Words")

Watch all 4 videos on how to implement the BRI passages

Tasks: Practice administering one passage from the BRI with a friend or classmate and submit a video and record sheet.

Submit your "Educational Background" draft description of your student.

Week 7

Topics: (Lesson Planning and Reading Fluency

Literacy for ALL students

Assigned Readings: Watch the phonics lesson plan assignment overview video

Watch the video on Literacy for ALL students; lecture on teaching fluency

Read: (1) McCormack & Pasquarelli Ch. 3; AND Denton & Vaughn, Reading Teacher Sourcebook: Ch. 8 (Fluency)

Tasks: Complete Reading Fluency Quiz; Participate in Discussion; complete text ordering activity.

Week 8

Topics: (Vocabulary Instruction

Assigned Readings: Watch BRI Update Videos

Read: McCormack & Pasquarelli: Chapter 4 AND Denton & Vaughn, Reading Teacher Sourcebook: Chapter 7 (vocabulary)

Watch and complete embedded video quizzes on vocabulary and morphology
Ch. 4 (Teaching Vocabulary)

Denton & Vaughn, Ch. 7 (vocabulary)

Tasks: Complete small group discussion on word meaning

Complete vocabulary quiz

SUBMIT: Instructional Plan #1 Phonics

Week 9

Topics: Introduction to Deaf and Hard of Hearing readers

Assigned Readings: Watch the video: ASL and phonology video

Read Andrews et al., 2016 - Early Reading for Young DHH Children: Alternative Frameworks

Watch the video: Through your Child's Eyes: American Sign Language

Tasks: Participate in a discussion; Submit your RAW BRI Data; Start thinking about your second instructional plan on vocabulary OR fluency.

Week 10

Topics: Reading Comprehension Strategy Instruction

Assigned Readings: READ: (1) McCormack & Pasquarelli Ch. 5 Cognitive Strategy Instruction, (2) McCormack and Pasquarelli Chapter 6 start at "Comprehension Strategies to Teach" (around p. 115), and (3) Denton & Vaughn, Reading Teacher Sourcebook: Introduction to Comprehension Chapter 6 (pp. 61-66)

Tasks: SUBMIT: Instructional Plan #2 (Vocabulary OR Fluency)

Week 11

Topic: Reading Comprehension Part 2

Assigned Readings: Read: (1) McCormack & Pasquarelli Ch. 7 Teaching Expository Text Across the Curriculum AND (2) Denton & Vaughn, Reading Teacher Sourcebook: Text Structures pp. 108-122

Optional Read: Supporting Reading Comprehension from Research to Practice
Watch video titled "Reading Comprehension Part 2" and answer embedded questions

Tasks: Participate in two discussions; Complete the reading comprehension quiz

Week 12

Topics: Dyslexia and Other Reading Related Difficulties

Assigned Readings: Watch the video lecture on dyslexia and complete the embedded questions; Read Dyslexia What Teachers Need to Know AND Learning Outside the Lines (Jonathan Mooney); Read through the Curriculum Evaluation Tool
Read the Top Ten Take-Aways for the California Dyslexia Guidelines
Watch the video on preparing your BRI report.

Tasks:

Week 13, Thanksgiving week

Week 14

Topic(s): Literacy instruction for students with extensive support needs

Assigned Readings: Read (or listen to) Georgia's Separate and Unequal Special Education System AND Planning lessons for students with significant disabilities in high school English classes

Tasks: Participate in discussion; SUBMIT: Instructional Plan #3 (Reading Comprehension)

Week 15

Topic: Putting it all Together

Assigned Readings: TBD

Task: Submit your final IRI report (Part II)

Week 16

Tasks: Final Exam