

APPENDIX N

California State University, Northridge
Department of Special Education

SPED 561D/565: Teaching Reading and Fundamentals of Teaching English to DHH Students

INSTRUCTORS:

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CLASSROOM:

The Department of Special Education cannot take messages for professors. **Please do not call the Department office to report anticipated absences or late arrivals.**

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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 professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

COURSE DESCRIPTIONS

SPED 561D: This course is an examination of the reading process and of principles of effective literacy instruction for deaf and hard-of-hearing students. Emphasis is placed upon the important role of ASL fluency in the development of English literacy skills. Concepts covered include

reading skills development, vocabulary acquisition, development of concepts through reading, and language assimilation through reading. Emphasis is also given to effective strategies of assessment and the documentation of student progress.

SPED 565: This class is a critical analysis and evaluation of various systems and methods which have been used to teach English to deaf and hard-of-hearing students. Exploration of the facilitative role of ASL fluency in the subsequent acquisition of English language skills. Development of strategies and activities for developing the written English skills of deaf and hard-of-hearing students.

COURSE OBJECTIVES

SPED 561D

1. The student will demonstrate understanding of the interrelationship of reading and language development
PS3b, PS3b, PS4b, PS5c, DHHT10L, DHHT10L, DHHT10L, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6
2. The student will demonstrate understanding of various theoretical perspectives on reading development.
PS3b, PS3b, DHHT10L, DHHT10L, DHHT10L, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6
3. The student will demonstrate knowledge of the characteristics of deaf readers and the research on the various processes used by deaf readers to access meaning from print.
PS3a, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6
4. The student will demonstrate and evaluate different informal procedures for assessing the emergent literacy skills of deaf children.
PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS4a, PS4a, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT10n, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6
5. The student will demonstrate and evaluate different formal and informal procedures for assessing reading skills of deaf children.
PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS4a, PS4a, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS5d, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT10n, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6

6. Students will demonstrate and evaluate various techniques for developing the emergent literacy of deaf students.

PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, DHHS3a,b, DHHS3a,b, PS5b, PS6a, PS6a, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

7. Students will demonstrate and evaluate various techniques for developing the reading skills of deaf students.

PS2b, PS2b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10m, DHHT10m, DHHT10m, DHHT11d, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

SPED 565

1. Students will demonstrate knowledge of "natural" and "structural" approaches for teaching English language skills to deaf and hard-of-hearing children.

PS3b, PS3b, DHHT10L, DHHT10L, DHHT10L, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

2. Students will demonstrate methods of integrating "natural" and "structural" approaches for teaching English language skills to deaf and hard-of-hearing children.

PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

3. Students will demonstrate interactive techniques for teaching English language skills to deaf and hard-of-hearing children.

PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT11d, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

4. Students will use American Sign Language to teach English language structures to deaf and hard-of-hearing children.

PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT9a, DHHT9a, DHHT9a, DHHT9b, DHHT9b, DHHT9a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10m, DHHT10m, DHHT10m, DHHT11d, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

READINGS:

Texts:

Easterbrooks, S.R. & Beal-Alvarez, J. (2013). *Literacy instruction for students who are deaf and hard of hearing*. Oxford University Press: New York.

Dodge, J. (2009) 25 quick formative assessments. Scholastic: New York.

Schleper, D. () I like dialogue journals, but... Gallaudet University Press: Washington, DC.

You also have assigned many readings pertinent to topics covered in this class. The readings consist of research studies, informational articles, and book chapters specifically related to reading & writing with deaf children.

Readings are located on the Moodle site for this course. Participation on Moodle is required.

Attendance and Participation

Education is a social endeavor and we learn from each other. If you are not present in class, we can not benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are asked to notify the instructors in advance of missed classes, and are responsible for obtaining any missed notes or handouts **from a classmate**. Missing multiple classes (2 or more) will result in a lowered grade.

Annual International Technology and Persons with Disabilities Conference

As you begin to plan your curriculum for the Spring Semester, we'd like to again bring a unique out of classroom learning opportunity to your students. On behalf of the Center on Disabilities at California State University, Northridge, we would like to extend an invitation to you and your students to attend the Annual International Technology and Persons with Disabilities Conference which will be held at the Manchester Grand Hyatt Hotel in San Diego during the week of **March 2 - March 7, 2015**. This is an excellent opportunity for your students to learn about the ever-changing field of assistive technology, which aids persons with various disabilities in all types of settings. Our annual conference is an international venue which showcases assistive technology from around the world. Students from a variety of majors who are studying about or working with persons with disabilities will find this an exciting experiential learning opportunity. **FOR MORE INFORMATION: Please see the information on MOODLE and http://www.csun.edu/cod/conference/2015/sessions/index.php/public/website_pages/view/1**

Department Writing Standards

This is a graduate course and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Written assignments are to be clear in sentence construction and proofread before they are submitted. Please discuss individual concerns with the instructor.

Writers in the fields of psychology, other behavioral and social sciences and special education express their ideas in a form and style developed by the American Psychological Association, commonly referred to as “APA”. This writing form and style is familiar to a wide audience and allows the reader to concentrate on the content of the writing. **It is expected that students will follow the requirements of APA style rules in all written course assignments.** Such requirements are detailed in the Publication Manual of the American Psychological Association, 5th edition, 2001. You may also find useful information at www.apastyle.com. Students will find the APA Manual to be an invaluable resource and are encouraged to review and perhaps purchase the edition.

INSTRUCTORS’ NOTES:

- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail 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 e-mail to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail for 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 e-mail account throughout the semester.
- Please proofread all of your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course. Late unexcused papers will be penalized.
- Cheating and plagiarizing are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- Respectful classroom conduct is expected at all times.
- Cell phones, pagers, and instant messengers should be OFF.
- Internet surfing and instant messaging is not permissible during class, unless as part of an assignment.
- INC grades are considered using university guidelines. Please see the University Catalog.
- 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.

Course Assignments

Students are required to work individually with a k-12 lab student during this course. Projects assigned will be completed in partnership with your lab student.

Course Assignments: All assignments have individual guidelines and instructions for completion. Please see Moodle for details and due dates.

Work with Lab Student

- **Student Profile:** Provide an introduction and overview of your lab student. *Required
- **Moodle Sharing:** Share weekly updates and ask questions related to work you are doing with your lab student. Reflection and responses related to your group's posts are required. PS4b, DHHS4, DHHS4
- **Directed Reading Activities (DRA):** Implement a multi-step and multi-week reading instruction project. The project includes teaching strategies for reading with your lab student, engaging in before, during, and after reading instruction with your student. 50 points (20% of course grade) . PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS5c, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6
- **Writing Assessment:** Start collecting writing samples from your student EARLY in the semester. Through an in-class, guided process, we will look at students' written language samples. We will assess quality according to content, structure/mechanics, conventions, and presentation. You will individually analyze a collection of 8-10 writing samples from your student, write a summary, and make instructional recommendations. 30 points (12% of course grade) . PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6
- **4 square writing strategy:** You will apply the 4-square graphic organizer as an instructional strategy for planning, organizing, and writing a multi-sentence paragraph. You will summarize the application and submit your reflections. 20 points (8% of course grade) . PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6

- **Communication Game writing strategy:** You will implement a communication game with your lab student and then summarize and reflect upon the implementation. 20 points (8% of course grade) . PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT11d, DHHT11d, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6, DHHS6
- **Information Text Project:** Implement this reading instructional strategy for reading non-fiction (informational) text with your student. 30 points (12% of course grade) . PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10m, DHHT10m, DHHT10m, DHHT11d, DHHT11d, DHHT11d, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6
- **Final Lab Report:** Provide a cumulative written summary for the teacher of your work with your lab student OR provide a letter to the parents summarizing your work. The instructors MUST APPROVE the lab report or letter prior to sharing it with the teacher or parent. 10 points (4% of course grade) PS3b, PS3b, PS4a, PS4a, PS4a, PS5c, PS5c, DHHT10c, DHHT10e, DHHT10e, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6

Projects earning 70% or lower may be resubmitted. Your final project grade will be an average of your original submission with the score of the revised assignment.

- **Reading Responses** 30 points (12% of course grade)
Read and reflect with your classmates and the instructors weekly on Moodle.
Each student will be assigned several readings (article or chapter) during the semester to lead a group discussion on Moodle. During the weeks you are the discussion leader, please post your thought-provoking questions BY FRIDAY OF THAT week so others have the opportunity to respond. See Moodle for a schedule of readings and leaders. EVERYONE every week is required to read, respond, and reflect on Moodle. PS3b, PS3b, DHHT10L, DHHT10L, DHHT10L, DHHT10s, DHHT10s, DHHS4, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS5b, DHHS5b, DHHS5b, DHHS6, DHHS6, DHHS6
- Reflections and responses will be graded on a 3-point scale:
0= no contribution/not substantive;
1= adequate/ sufficient contributions;
3= excellent contributions.
- **Exam:** You will complete an examination that reflects your individual understanding of course content. 60 points (24% of course grade) DHHT10c, DHHT10L, DHHT10L, DHHT10L, DHHT10L, DHHS4, DHHS4, DHHS4, DHHS5b, DHHS5b, DHHS6, DHHS6, DHHS6

TOTAL POINTS POSSIBLE = 250

Grading:

Grading is based on a total of 250 points. Attendance and participation in class and at lab sessions is expected. A plus and minus grading system will be used. Grades will be assigned according to departmental standards as follows:

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

DATE	TOPIC	READINGS
week 1	Course introduction	
week 2	Current and best literacy practices Research in Deaf Education related to literacy development Introduction to Graphic organizers with visual learners PS2b, PS2b, PS3a, PS3b, PS3b, PS3c, PS3c, PS3c, DHHT9a	
week 3	Directed reading activities Reading TO WITH and BY Deaf learners PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT10n, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6	
week 4	Directed reading activities Instructional applications for directed reading activities PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6	

week 5	Reading assessment - modified IRI PS5b, PS5b, PS5d, DHHT10n, DHHT10n, DHHS5a, DHHS5a, DHHS5a,	
week 6	Vocabulary development - Fairview Learning Multiple meaning words “Bridging” phrases DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT10s	
week 7	Decoding Word analysis skills DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT10s	
week 8	Writing process: idea development, editing, publishing Strategy implementation: 4 square PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6	
week 9	Interactive writing Writing for communicative purposes PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6	
week 10	Non-fiction texts - Informational text project Features of expository text PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10m, DHHT10m, DHHT10m, DHHT11d, DHHT11d, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6	
week 11	Writing workshop PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT11d, DHHT11d, DHHS3a,b,	

	DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS6, DHHS6, DHHS6	
week 12	Parameters of Fluency in reading with Deaf learners Assessing fluency development DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT10s	
week 13	Language Experience / Parallel stories/ Reciprocal teaching Bilingual ASL/ English specific strategies Language based literacy instruction PS2b, PS2b, PS3b, PS3b, PS3c, PS3c, PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS6a, PS6a, DHHT10g, DHHT10g, DHHT10k, DHHT10k, DHHT10k, DHHT10L, DHHT10L, DHHT10L, DHHT10n, DHHT10n, DHHT11d, DHHT11d, DHHS3a,b, DHHS3a,b, DHHS3a,b, DHHS4, DHHS4, DHHS4, DHHS5a, DHHS5a, DHHS5a, DHHS6, DHHS6, DHHS6	
week 14	Course wrap-up - Student presentations	
week 15	Student presentations	