* **Campbellsville University**
* **School of Education**
* **SED 107**
* **Theories of Reading and Educational Practices P-12**

Professor: Dr. Timothy E. Miller

Class: SED 107 – Theories of Reading and Educational Practices P-12

Information: 3 Credit Hours

Classroom: Online

Phone: 606-776-6263

E-Mail: temiller@campbellsville.edu

Chat Time: Tuesdays/Thursdays, 6:45-8:00 p.m.

**Virtual Office Hours: upon request. The Professor can be reached by phone or e-mail.**

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning**

**Model:**



**Required Text:**

Vacca, J. Vacca, R. Grove, M. Burkey, L. Lenhart, L. McKeon, Grove. (2015) Reading and Learning to Read, Enhanced Pearson eText with Loose-Leaf Version—Access Card package (9th ed.) Boston: Pearson. ISBN-13:9780133831498

The textbook is required for this course. All materials for this course can be found in the textbook and Internet site for this course. All reading materials are contained in the body of the course.

* **School of Education Mission Statement**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society. Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels, honoring, understanding, and respecting diverse voices and communities in society establishing partnerships and collaborating with the professional community,supporting and enhancing Christian characteristics of servant leadership.

**Course Description**

This course will concentrate on the best practices for teaching reading to students with learning and behavioral difficulties. Candidates will conduct research on literacy problems in the United States and examine reading approaches for students with reading difficulties. Understanding of best practice strategies for teaching of reading will be applied through a research paper project.

* **Methods of Instruction**

The instructional methods will include: online learning lessons, individual, consultation with instructor online discussion groups, demonstration

teamwork, speakers, cooperative learning activities ,site visitation and classroom observations

* **Purpose of Course**

The purpose of the course is to prepare teachers to increase the reading skills of special needs students. Students will learn about assessment instruments and instructional techniques for teaching students.

* PROFESSIONAL STANDARDS addressed in this course:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **CEC** | **CAEP** |
| **Class Participation in Weekly Chats**  150 pts  Obj: 112 | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1, 7, 9 | 1, 6 | Yes | 1, 2, 3, 4, 5, 6,7 | 1 |
| **Research Paper and PowerPoint**  200 pts  Obj: 1-12 | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1, 7, 9 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1 |
| **Mid-term/Final** 200pts.  Obj: 1-12 | KTS 1,2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1, 7, 9 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1 |
| **Field Experience Summary**, 200pts.  Obj: 1-12 | KTS, 1, 2, 3, 4, 5, 6, 7, 8, 9 | KTS 4.2  KTS 5.4 | 2, 3, 7, 8, 9 | 2, 3, 4, 5 | Yes | 1, 2, 3, 4, 5, 6, 7 | 1, 2 |
| **Lesson Plans**  200pts.  **Obj: 1-12** | KTS 1, 2, 3, 4, 8 | KTS 4.2 | 3, 6, 7, 8 | 5, 6 | 5 | 1, 2, 3, 4, 5, 6, 7 | 1 |
| **Assessments** 100pts.  Obj**: 1-12** | KTS 6, 9 | KTS 3.3 | 9 | 6 | Yes | 4 | 1 |
| **Literacy Autobiography/PPT/Reflection**  **200 pts**  **Obj: 1-12** | KTS 1, 2, 3, 4, 5, 6, 7 | KTS 1.2  KTS 6.3 | 4, 5, 10 | 6 | Yes | 1, 2, 3, 4, 5, 6, 7, 8, 10 | 1, 2 |

* **Program of Studies for Kentucky Schools**

Reading 1.2

Read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials.

Reading 1.2

Read and understand a variety of materials, making connections to student’s lives, to real world issues, and/or to current events.

Reading 1.2

Read and analyze practical/workplace materials (e.g., warranties, recipes, forms, memoranda, consumer texts, manuals).

* **Core Content**

RD-E-x.0.1

Use word recognition strategies (e.g., phonic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.

RD-E-x.0.5

Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author.

RD-M-x.0.5

Formulate questions to guide reading.

RD-M-x.0.8

Make predictions, draw conclusions, and make generalizations about what is read.

RD-H-x.0.2

Interpret literal and non-literal meaning of words.

RD-H-x.0.5

Make, confirm and revise predictions.

RD-H-x.0.6

Paraphrase important parts of a passage.

* **Course Objectives**

Upon completion of this course, each student will be able to:

1. Review the research on best practices in teaching reading and describe the

attributes of a quality instructional reading program.

2. Research and review formal and informal reading instruments.

3. Use students’ IEP’s to adapt lesson plans.

4. Design and use research-supported methods for academic and nonacademic instruction of individuals with learning and behavioral disorders.

5. Identify and teach essential concepts, vocabulary, and content across the general curriculum.

6. Implement systematic instruction in teaching reading comprehension and monitoring strategies.

7. Teach strategies for organizing and composing written products.

8. Identify supports needed for integration into various program placements and teach parents to use appropriate behavior management and counseling techniques.

9. Incorporate and implement instructional and assistive technology into the   
educational program.

10. Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional/behavioral disorders.

11. Understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results.

12. Participate in activities of professional organizations relevant to the field   
of emotional/behavioral disorders.

**Class Attendance and Participation**

Class attendance will be checked. More than two absences result in an automatic “F” for the course. Students are asked to notify the professor in advance if they will be absent and to be responsible for all assignments. This course will use Moodle courseware with Adobe Connect to commutate online as a class. Students will need high-speed Internet access and a headset with microphone and headphones. Before the first class, they will need to check their computer system for compatibility. Any issues will need to be resolved in advance of the first meeting. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (online group discussions, study questions and reflective writing assignments). Students will contribute to class discussions a minimum of four times during each Adobe online class to be considered present.

**Campbellsville University’s Online Attendance Policy**

Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Course Assignments/Assessments**

**(All assignments must be word-processed using Microsoft Word, 6.0 or higher.)**

**Weekly Assignments**

As stated earlier the course is delivered through the use of Moodle Courseware. The Moodle courseware is arranged in lessons corresponding to the number of weeks in the course. Each set of lessons will have links to resources to be used during the lesson, and specific instructions on how to complete the assignments within the lessons. There will be one or more forms of assessments in each lesson. Students are to read assigned work in the textbook and online information. At times there will be individual assignments where students will be given a choice on how to respond. You are required to attend one or more Adobe Connect session. Each Adobe Connect session is one hour. A description of assignments follows.

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| * **Research Paper and PowerPoint Presentation (InTASC 6)** Students will write a seven-page research paper, including title and reference pages, with at least 5 references on one of the common methods of teaching reading to students with a disability. For example, direct instruction, computer-based software, computer-based intervention programs, reading recovery, four blocks method, etc. The research paper should included citations and references in APA style. Research papers should be uploaded to the Moodle course site. A Power Point will also be uploaded to Moodle. , The PowerPoint should be at least 10 slides, and should summarize major information about the approach. |
| * **Field Hours (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 10)** * Students will participate in ten (10) hours of field experience. These experiences provide a variety of field opportunities to do the following: * (1) observe students in an actual classroom * (2) assist a teacher with students in an actual classroom * (3) tutor an individual student in reading for a period of time * (4) in large, and in small groups teach a lesson(s) in reading * (5) conduct applied research using a real live classroom * (Field Hours Continued) The defining characteristic of field experience is experience with students. You will be required to make your own arrangements with a school and teacher. If you are in a classroom regardless of your responsibilities, you are to use another classroom for this experience. When documenting field hours, students should use mock names for students and teachers involved to ensure confidentiality. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit.  |  | | --- | | **Kentucky Field Experience Tracking System (KFETS)**  KFETS is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2014-15 forms are located on the SOE web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). In addition, students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is ([www.epsb.ky.gov](http://www.epsb.ky.gov)). I have already created the required information for all MASE courses in KFETS so nothing is required of you at this time. You will need to ask your students complete this task before the end of each 8-week session. To help the students, there is a tutorial on the EPSB site. As always, please encourage your students to call this office for help. |  * In addition to the above requirements * You will observe reading instruction for students with disabilities, in a regular class and in a special education class (2 hours). Observe/evaluate two students using the Guide to Observation (Online Lesson 3) and submit a written report concerning results (2 hours). Teach one of two lesson plans either in a regular or special education class and complete Source of Evidence forms: SoE 1.0 Context, SoE 2 Lesson Plan, SoE 4 Post Observation Reflection |
| * **Develop Two More lesson plans** * There are two sections to this assignment. * In addition to the above develop two more SoE lesson plans SoE 1.0 Context, SoE 2 Lesson Plan, and teach one. (KTS 1, 2, 3, 4). |
| * **Assessments (InTASC 6)** * Students will take a series of weekly assessments. They may be in quiz form. The assessments will concern materials related to course content, readings, online discussions, and Web links. The assessments will be objective. |
| * **Literacy Autobiography, PowerPoint & Reflection** * The autobiography should include the following components: * Section 1. A personal introduction and description of previous and current home literacy environment. * Section 2. Describe your first recollections of reading/writing/literacy experiences, supported by interviews of family members, including titles and impressions of the first books read, samples of early writing (if available), and/or descriptions of stories written at young ages. Include literacy experiences at the elementary, middle and secondary levels. * Section 3. Now that you are a mature reader look back on your experiences and describe how these early literacy experiences affected you; and how did they impacted your current attitudes toward reading? * Section 4. How have you changed with regard to reading? * **The Presentation of your Literacy Autobiography (LA)** * The Presentation about the LA should include the following components: * A. PowerPoint presentation to the class after the presentation, * B. Discussion related to personal literacy development. * C. Verbal reflection (during Adobe Connect time) on the whole process of writing and presenting the literacy autobiography. |
| * **Mid-term and Final Exam (InTASC 6)** * **Students will take a mid-term and final exam. The mid-term will cover the first four weeks of class, and the final will cover the total course. All exams will be true/false, and multiple choice type questions.** |

* **Assignments**

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| * **Field Hours assignment** | * **200** |
| * **Class Participation** | * **150** |
| * **Weekly Assignments** | * **200** |
| * **Literacy Autobiography and Power Point** | * **200** |
| * **Four Source of Evidence lesson plans with field hours and separate** | * **200** |
| * **Research Paper & PowerPoint presentation** | * **200** |
| * **Mid-term and final** | * **200** |
| * **Total** | * **1350** |

* **Grading Scale**

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| * **Course Grading Scale** * 90- 100% = A * 80- 89% = B * 70 - 79% = C * 60 - 69% = D * Below 60 = F * All assignments are to be uploaded into Moodle when completed. |

* **Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”. Course work and other requirements to change the “I” grade must be completed by the end of the following 8 weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17Bulletin Catalog) Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

* **Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. Since this course will include a Wimba Classroom, students also need high speed Internet service and headsets (microphone & earphones) for class chats. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Campus Security**

Office:  (270) 789-5556; Cell Phone:  (270) 403-3611.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

* **References**
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* <http://www.autism-society.org/packages/packages.html>.
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