### Campbellsville University Online

### School of Education

### SED 412 Developmental Reading in Middle & High School

**Professor: Dr. Timothy E. Miller**

**Address: 102 Pendleton Court**

**Morehead, KY**

**Phone 606-776-6263**

**Class Time: Monday and Wednesday, 8:30-9:45 p.m.**

**Virtual office hours: Students can text, call or meet me before or after class on Moodle.**

**School of Education Conceptual Framework**

**Empowerment for Learning**



**Required Text:**

|  |
| --- |
| **7CONTENT AREA READING-W/MYEDULAB ACCESS | Edition: 12TH ed 2014** |
| **Title: Content Area Reading Plus NEW MyEducationLab with Video-Enhanced Pearson eText -- Access Card Package | Edition: 11 - ISBN: 9780134068824** |  |
| **Author: Richard T. Vacca, Jo Anne L. Vacca, Maryann E. Mraz** |  |
| **(See Moodle courseware to learn access to e-text)** |  |
|  |  |
|  |  |
|  |  |

**COURSE DESCRIPTION**

**This course studies the development of reading skills in the content areas, interpretation of formal and informal assessments, readability formulas, instruction in study skills, and
diagnostic teaching of students with reading difficulties.**

 **SCHOOL OF EDUCATION MISSION STATEMENT**

**The School of Education, in keeping with the spirit of Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring and qualified educators, can positively impact student learning and are committed to life-long learning in a global society.**

 **The vision of the School of Education at both the initial level and the advanced level aligns with the core beliefs of the National Board for Professional Teaching Standards as follows:**

* **Teachers are committed to students and their learning.**
* **Teachers know the subjects they teach and how to teach those subjects to students.**
* **Teachers are responsible for managing and monitoring student learning.**
* **Teachers think systematically about their practice and learn from experience.**
* **Teachers are members of learning communities.**

**A. IRA Standards used in this course**

 **Standard 2**

**The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.**

**Standard 5**

**The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.**

**METHODS OF INSTRUCTION:**

**The instructional methods will include:**

* **online learning lessons**
* **individual consultation with instructor**
* **online discussion groups**
* **demonstration**
* **teamwork**
* **cooperative/collaborative learning activities**

**Campbellsville University’s Online Course Attendance Policy:**

**“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 with the student would fail the course and a WA would be recorded.**

**Purpose of Course:**

**In this course, the students will learn best approaches to teaching reading to youth and young adults with learning and behavioral disorders at the Middle and High School levels. They will become knowledgeable regarding the designing and implementing of KTIP lesson plans in reading with extensions for LBD students.**

**COURSE OBJECTIVES: With student outcomes**

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

|  |
| --- |
| **1. Review the research on best practices in teaching reading at the middle and high school** **levels. and be able to produce documentation that they can do this.** **2. Identify the best approaches to teaching reading to youth and young adults with learning and behavioral disorders. 3. Administer and interpret formal and informal reading instruments.** **4. Design and implement lesson plans in reading with extensions for LBD**  **students in the middle or high school.** **6. Implement systematic instruction in teaching vocabulary in content areas, reading**  **comprehension and monitoring strategies.** **7. Teach accuracy, fluency, and composition in content reading and written  language. 8. Identify supports needed for integration into various program placements.** **9. Organize, develop, and sustain learning environments that support  positive intra-cultural and intercultural experiences.** **10. Develop and implement individualized educational programs in collaboration with  team members and parents.** **11. Incorporate and implement instructional and assistive technology into the  educational program.** **12. Understand readability formulas and be able to select reading materials for LBD**  **students.**  |
|  |

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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/reading assignments**160 ptsObj: 1-12 | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2KTS 3.3KTS 5.4 |  1, 7, 9 | 1, 6 | Yes | 1, 2, 3, 4, 5, 6,7 | 1 |
| **Research Paper** 150 ptsObj: 1-12 | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2KTS 3.3KTS 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 1.2KTS 3.3KTS 5.4 |  1, 7, 9 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1 |
| **Clinical/Field Experience Summary**, 200pts. Obj: 1-12 | KTS, 1, 2, 3, 4, 5, 6, 7, 8, 9 | KTS 4.2KTS 5.4 | 2, 3, 7, 8, 9 | 2, 3, 4, 5 | Yes | 1, 2, 3, 4, 5, 6, 7 | 1, 2 |
| **Case Study**200 ptsObj: 1-12 | 1-10 | 2.2, 2.4, 3.3, 5.4, 8.1, | 5,7,9,10 | 3 | Yes | 1, 2, 3, 4, 5, 6, 7 | 1 |
| **Lesson Plans**150pts. 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 |
| **Lesson Plan with extensions**Obj**:**  | KTS 6, 9 | KTS 3.3  |  9 |  6 | Yes | 4 | 1 |
|  **Resource List****100 pts****Obj: 1-12** | KTS 1, 2, 3, 4, 5, 6, 7 | KTS 1.2KTS 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 lines, to read 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.**

**Class Participation (KTS 6, 7, 8, 9)**

**Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent. Students must contribute to class discussions a minimum of five times; they should also contact the professor in advance if they might be absent.**

**COURSE ASSIGNMENTS/ASSESSMENTS:** *See the Moodle courseware and calendar for the details on how to complete these assignments. Upload final assignments in the appropriate places within Moodle.*

1. **Assignments:**

|  |
| --- |
| A.) Weekly - Read and respond to the assignments related to the textbook and online course content. *See the course calendar and the courseware for where to upload the assignments.* See calendar for due dates. |
| B.) Write and Teach a Lesson with Extensions for LBD Students: Students will write and teach a lesson in reading with extensions for LBD students in a middle and/or high school. (Sources of evidence). *See the course calendar and the courseware for where to upload the assignments.* See calendar for due dates. |
| C.) Write an eight-page report on the following reading methods: phonological awareness/phonics, direct instruction, balanced reading instruction, and guided reading. Include information from the text, the reading list and webliography, your own research, observations from your field experience and interview with reading specialist. *See the course calendar and the courseware for where to upload the assignments.* See the calendar for due dates.  |
| D.) Case Study. Students will chose a student with reading difficulties and complete a case study. Profile of the student, family and social-cultural issues should be included. See calendar for due dates. |
| E.) Students will compile a list of resources for educators teaching reading to children and youth with special needs. This list will include web sites and professional organizations that provide content information (statistics, characteristics), strategies/interventions for classroom and educational journal sites. See calendar for due dates. |
| F.) Field Experiences. Students will participate in 10 (ten) hours of site-based classroom observation of reading instruction. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. (1) Observation and (2) assist cannot be within your own classroom. Use pseudo names when you write about learners and teachers to keep confidentially. 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. See calendar for due dates. |
| G.) Students will develop and implement a lesson plan using the sources of evidence. Plan will include formative assessments. Use the Sources of Evidence: Collaboration link located in the in Moodle site. Seed calendar for due dates. |
| H.) Exams: Students will take two (2) exams. The exams will consist of objective items and short answer questions. The professor will give specifics during class time. See calendar for due dates. |
| I).Online students must participate in weekly discussions. Grade points will be applied for each discussion in class. |

**GRADING SYSTEM:**

**Assignments Points**

|  |
| --- |
| **Class Participation (I. in assignment list) 80** |
| **Lesson w/extensions (B. in assignment list) 150**  |
| **Field Experience (F. in assignment list) 200** |
| **Written Report (C. in assignment list) 150** |
| **Case Study (D. in the reading list) 200** |
| **Lesson Plan with sources (G. in reading list) 100** |
| **Weekly Assignments (A. in reading list) 160**  |
| **List of resources (E. in reading list) 100** |
| **2 Exams (H. in the reading list) 200** |
| **Total 1340** |

**Course Grading Scale
 90 - 100% = A
 80 - 89% = B
 70 - 79% = C
 60 - 69% = D**

 **Below 60 = F**

Course Schedule

The course schedule is located in the Moodle course website and includes weekly topics, specific assignments, discussion activities, and due dates.

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.” (2015-17 Bulletin 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.

**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.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absence for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**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

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.

Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. 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.

**Selected References**

Atwell, N. (1987). In the middle: Writing, reading and learning with adolescents. Portsmouth,

NH: Heinemann.

Bauerlein, M. (2011). Too dumb for complex texts? *Educational Leadership, 68*(5), 28-32.

Clay, M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.

Cohen, M. (2012). The importance of vocabulary for science learning. *Kappa Delta Pi Record* (48) 72-77.

Covey, S. ( 2008). The leader in me. How schools and parents around the world are inspiring greatness, one child at a time. New York, NY: Free Press Simon & Schuster

Cullinan, B. (1992). I*nvitation to read: More children's literature in the reading program.* Newark, DE:IRA.

Dewey, J. (1990). *The school and society: The child and the curriculum*. Chicago, IL: The Univ of Chicago Press.

Ehren, B., Ehren, T., Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alexandria, VA: Education Research Service.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. *Reading Teacher, 65*(3), 172-178.

Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann.

Fox, B. & Hull, M. (2005). *Phonics for the teacher of reading* (9th ed.). Upper Saddle River, NJ: Pearson Publisher.

Graves, D. H. (1991). *Build a literate classroom*. Portsmouth, NH: Heinemann Publishing.

Holdaway, D. (1979). *The foundations of literacy*. Sydney: Ashton Scholastic.

L'Allier, S. (2007). Walking the walk with teacher education candidates: Strategies for promoting active engagement with assigned readings. *Journal of Adolescent & Adult Literacy, 50*(5), 338-353.

May, F. (2006). *Teach reading creatively: Reading and writing as communication* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Miller, D. (2012). Creating a classroom where readers flourish. *Reading Teacher, 66*(2), 88-92.

Rasinski, T. (2000). *Teaching word recognition, spelling, and vocabulary*. Newark, DE: IRA.

Ruddell, M. (2005). *Teaching content reading and writing* (4th ed.). Hoboken, NJ: John Wiley &Sons.

Smith, F. (1992). Learning to read: The never-ending debate. *Phi Delta Kappan, 73*, 432-441.

Strickland, D.,& Morrow, L. *Beginning reading and writing.* Newark, DE: International Reading Association.

Tompkins, G. (2005). *Language arts: Patterns of practice. U*pper Saddle River, NJ: Prentice Hall.

Vygotsky, L. (1986). *Thought and language.* Cambridge: MIT Press