

Source for CS 3.6.2

# EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

**Fall 2006**

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**Office Hours:** 9:00 A.M.-12:00 A.M. and 1:00 P.M.-4:00 P.M. on Monday, Wednesday and by appointment

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**Meeting Times:** Monday at 4:30 p.m.-7:30 p.m.

**Meeting Location:** Cauthen Educational Media Center 208A (Innovation Place)

### **Conceptual Framework**

The School of Education prepares caring and competent teachers for the 21<sup>st</sup> Century.

### **Course Description**

Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the development of the following will be examined: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

### **Course Goals and Objectives**

At the closure of the course, you should be able.....

1. to demonstrate understanding of language development and linguistic competence
2. to demonstrate understanding of linguistic functions, reading, writing and metacognition
3. to demonstrate understanding of the interconnections among learning theories and language functions
4. to identify those language aspects peculiar to the exceptional learner and those peculiar to the divergent learner
5. to be thoroughly conversant with a variety of methods/strategies/approaches that is appropriate for the cognitive and developmental tasks facing students with exceptional and divergent needs.

### **Course Content**

The following topics will be covered in EDUC 745:

### **Learner Characteristics and Challenges**

- Characteristics of students (exceptional, divergent, and children of poverty) who have reading and written language problems
- Language development theories
- Stages of language development
- Receptive and expressive language

### **An Instructional Model for Teaching Reading to Struggling Readers**

- Instructional model for specialized reading instruction
- Four skill areas of reading instruction

Six stages of learning to read

Strategic, explicit teaching methodology

### **Strategic, Explicit Teaching**

Evidence-based reading instruction

- Explicit instruction
- Strategy instruction
- Steps and accompanying procedures for strategic, explicit teaching
- Principles of designing effective reading instruction
- Study strategies and strategies for improving recall
- Cognitive strategy instruction to improve reading comprehension
- Appropriate use of technology to improve comprehension
- Teaching pre-reading skills
- Teaching phonics skills
- Teaching structural analysis skills
- Teaching words by using visual cues
- Teaching fluency skills
- Teaching reading comprehension
- Teaching reading comprehension and language skills
- Teaching reading comprehension and cognitive processing
- Teaching reading comprehension with different text structures
- Assessment for planning and monitoring reading instruction

### **Improving Written Language**

- Assessing students' writing
- Teaching the writing process
- Teaching the writing process tools of prewriting, writing, revising, editing and publishing
- Handwriting
- Spelling

### Textbook

The required text for the course is: Minskoff, Esther. (2005). **Teaching Reading to Struggling Readers**. Baltimore: Paul H. Brookes Publishing Company. ISBN: 1-55766-6669-5.

### Course Evaluation

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	900-1000 Points	Distinction
B+	85% - 89%	885-889 Points	Somewhat below distinction
B	80% - 84%	800-884 Points	Above average
C+	75% - 79%	775-779 Points	Average
C	70% - 74%	700-774 Points	Below Average
F	Below 70%	Below 700 Points	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

Assignment	Additional Information	Maximum Points
Model Lesson Plans	5 @ 20 points each	100
Constructed-response Scoring Rubric In-class Activity for Case Study	1 @ 20 points	20
Extended-response Scoring Rubric In-class Activity	1 @ 20 points	20
Academic Background Knowledge Assignment		120
Development of Reading and Writing Interest Survey		50
Sustained Silent Reading Plan		60
Professional Development Book Review	(May receive either 200 points, 100 points, or 0 points)	200
Writing Process	(May receive either 400 points, 300 points, 200 points, 100 points, or 0 points)	400
Participation Points for Completion of Entire Reading and Writing Survey	16 points for completing entire survey	16
Attendance	14 points for perfect attendance (includes no late arrivals and/or early departures)	14
<b>Total</b>		<b>1000</b>

## Course Policies (Attendance/Tardiness/Assignments/Professionalism)

As a professional, you are expected to be in class on time and remain the entire class session. Class attendance and punctuality are extremely important and expected.

- Each class will provide pertinent and important information. My wish and assumption is that you will attend all classes unless emergencies prevent that. Please advise me when your absence may be necessary. I check my e-mail daily. **If you miss more than 2 classes, I would request an "Instructor Initiated Drop."** In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.
- You are responsible for obtaining any information covered in a class that you have missed.
- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own when the assignment indicates that it must be done individually.
- Late assignments carry a penalty of 10% for each day late. **Absences do not qualify for exemption from the late assignment penalty.**
- Please treat others, and their views, with respect. While it is natural for people to disagree from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.
- Cell phones must be turned off or placed on vibrate prior to the beginning of class.
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

August 28, 2006	Chapter 1-A Three-Legged Instructional Model for Teaching Reading to Struggling Readers  and  Chapter 2-S.E.T.: Strategic, Explicit Teaching	
September 4, 2006	Chapter 3-Building a Solid Foundation: Teaching Pre-Reading Skills	Completed Reading and Writing Interest Survey Due
September 11, 2006	Chapter 4-Breaking the Code: Teaching Phonics Skills	Model Lessons Plan 1 due from Chapter 3
September 18, 2006	Chapter 5-Reading the Big Words: Teaching Structural Analysis Skills  and  Chapter 6-Teaching Words by Using Visual Cues	Model Lesson Plan 2 due from Chapter 4
September 25, 2006	Chapter 7-Developing Speed and Accuracy: Teaching Fluency Skills	Model Lesson Plans 3 and 4 due from Chapters 5 and 6
October 2, 2006	Chapter 8-Teaching Reading Comprehension: The Basic Approach	Sustained Silent Reading Plan Proposal due from Chapter 7 and PowerPoint Presentation
October 9, 2006	Chapter 9-Teaching Reading Comprehension and Language Skills	
October 16, 2006	Chapter 10-Teaching Reading Comprehension and Cognitive Processing	Academic Background Knowledge Assignment Due
October 23, 2006	Chapter 11-Teaching Reading Comprehension with Different Text Structures	Model Lesson Plan 5 due from Chapters 8 and 10
October 30, 2006	Chapter 12-Assessment for Planning and Monitoring Reading Instruction	Complete Constructed-response Scoring Rubric Activity for Case Study in Class
November 13, 2006	Assessing Students' Writing  and  Teaching the Writing Process	Complete Extended-response Scoring Rubric Activity in Class
November 20, 2006	Teaching the Writing Process Tools of Prewriting, Writing, and Revising	
November 27, 2006	Teaching the Writing Process Tools of Editing and Publishing	Reading and Writing Interest Survey Due
December 4, 2006	Course Evaluation and Author Time	Professional Development Book Review Due, Course Evaluation, and Submit papers for prewriting, revising, editing, and final draft for publishing

NAME:

## STUDENT LEARNING LOG OF EARNED POINTS

Assignment	Additional Information	Maximum Points	Points Received
Model Lesson Plans	5 @ 20 points each	100	Model Lesson Plan 1 Model Lesson Plan 2 Model Lesson Plan 3 Model Lesson Plan 4 Model Lesson Plan 5
Constructed-response Scoring Rubric In-class Activity Participation	1 @ 20 points	20	
Extended-response Scoring Rubric In-class Activity Participation	1 @ 20 points	20	
Academic Background Knowledge Assignment		120	
Development of Reading/Writing Interest Survey		50	
Sustained Silent Reading		60	
Book Review	(May receive either 200 points, 100 points, or 0 points)	200	
Writing Process	(May receive either 400 points, 300 points, 200 points, 100 points, or 0 points)	400	
Participation Points for Completion of Reading and Writing Interest Survey	16 points for completing entire survey	16	Reading and Writing Survey
Attendance	14 points for perfect attendance (no late arrivals and/or early departures)	14	Attendance (14 class meetings)
<b>TOTAL</b>		<b>1000</b>	
Chapter Quizzes		100 "Ready Reserve" Points Possible	Chapters 1-4 (10 points) Chapter 5 (10 points) Chapter 6 (10 points) Chapter 7-8 (10 points) Chapter 9 (10 points) Chapter 10 (10 points) Chapter 11 (30 points) Chapter 12 (10 points)
Final Course Grade			