Instructor
Dr. Kristen Ashworth
(843) 953-2004
ashworthke@cofc.edu
Office: 86 Wentworth Street, #334
Office hours: Tues. 9:00-12:00, Thurs. 10:00-12:00 or by appointment

Class Time and Location
Wednesdays, 4:00 PM – 6:45 PM, 213 ECTR

Prerequisites
EDFS 710 – Introduction to Exceptional Children and Youth
EDFS 714 – Introduction to Curriculum and Instruction in Special Education

Course Description
This course is an in-depth study of research-based teaching methodologies for K-12 students with high-incidence disabilities in the areas of reading and written language. Grounded in national and state curriculum standards, the course will focus on developmental, corrective, and strategic reading and writing approaches and require students to demonstrate competence in planning individualized reading and written language programs for students with special needs.

Course Materials
Required:
Pearson Digital Library for College of Charleston Special Education Program (single access includes the following five textbooks); asterisk (*) denotes primary textbooks:
* Cunningham, P. M. (2013). Phonics they use: Words for reading and writing (6th ed.).
* McCormick, S., & Zutell, J. (2015). Instructing students who have literacy problems (7th ed.).
McKenna, M. C., & Robinson, R. D. (2014). Teaching through text: Reading and writing in the content areas (2nd ed.).

Additional resources (available on OAKS as needed):


Various research articles

**Objectives**

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students should be able to:</th>
<th>School of Education Standards</th>
<th>CEC Standards</th>
<th>SC EEDA Standards</th>
<th>ISTE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss and demonstrate the impact of appropriate assessment techniques for driving instruction for students with special needs</td>
<td>I, VI</td>
<td>4</td>
<td>5</td>
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<tr>
<td>2 Demonstrate the ability to discriminate between appropriate assessment and instructional procedures utilizing both formal and informal procedures</td>
<td>I, III, VI</td>
<td>4, 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3 Analyze the current research literature in an area of interest with regard to reading and language arts instruction for students with disabilities</td>
<td>I, II, III</td>
<td>5</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>4 Analyze a variety of reading resources for students with special needs</td>
<td>I, II, III, VII</td>
<td>1, 5</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>5 Understand, analyze, and apply information with regard to activity development for extension activities concerning language arts instruction for students with disabilities</td>
<td>I, II, III, VII</td>
<td>1, 5</td>
<td>4, 5, 7</td>
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<tr>
<td>6 Create an informal reading inventory (IRI) that will allow you to assess a student eligible for special education services (LD, ED, IDD, or language impairment) and determine an intervention plan for language arts instruction</td>
<td>I, III, VI</td>
<td>4, 5</td>
<td>4, 5, 7</td>
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<tr>
<td>7 Understand and analyze written language samples of students with and without disabilities</td>
<td>I, VI</td>
<td>4</td>
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<tr>
<td>8 Develop a lesson sequence based on the results of the IRI that demonstrates research-based practices for students struggling in the language arts curriculum</td>
<td>I, II, III, VII</td>
<td>5</td>
<td>4, 5, 7</td>
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</tr>
<tr>
<td>9 Create a presentation including learning strategies and present annotated bibliography and IRI results to class members</td>
<td>V</td>
<td>6</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>10 Demonstrate competency with all materials covered in the course</td>
<td>II, VII</td>
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</table>
This course leads to partial fulfillment of the South Carolina Read to Succeed Act requirements for pre-service teacher candidates and covers SC Literacy Competencies for PreK-5th Grade Classroom Teachers Standards 1, 2, 3, 5, and 8.

Course Requirements

1. Participation & In-Class Assignments 30 points
   Students are expected to attend class and participate actively. Often, we will complete assignments and activities during class, independently and in groups. These assignments cannot be made up if a student misses class.

2. Informal Reading Inventory 100 points
   The student will administer an informal reading inventory (IRI). The inventory will address sight word vocabulary, phonics, phonemic awareness, fluency, comprehension, and basic writing skills.

3. Lesson Plan Sequence 75 points
   The student will develop a lesson sequence, including a minimum of 5 lessons, to address the targeted skill deficit identified through the IRI assessment.

4. Evidence-Based Practice Project 50 points
   The student will research one evidence-based practice to address an area of literacy for individuals with disabilities. Principles of direct instruction will be a focus of this project. The grading rubric will provide specific requirements.

5. Quizzes (6 @ 10 points each) 60 points
   Students will take 6 quizzes throughout the semester that cover material from the class sessions that occur

6. Final Exam 45 points
   The final exam will be comprehensive.

Total Possible 350 points

Evaluation Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Point Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>324-350</td>
</tr>
<tr>
<td>B+</td>
<td>89-92</td>
<td>310-323</td>
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<tr>
<td>B</td>
<td>85-88</td>
<td>296-309</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Point Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>81-84</td>
<td>282-295</td>
</tr>
<tr>
<td>C</td>
<td>77-80</td>
<td>268-281</td>
</tr>
<tr>
<td>F</td>
<td>0-76</td>
<td>0-267</td>
</tr>
</tbody>
</table>
Attendance Policy

Students are expected to attend every class session and will be accountable for all material presented in class. Students should inform the instructor when they must miss class due to medical or serious personal reasons. The instructor may drop a student from the course due to excessive absences.

Special Considerations/Agreements

1. Students should inform the instructor of conflicts with quiz or exam times within the first two weeks of the semester.
2. Students are expected to turn in assignments at the beginning of the class session during which they are due.
3. The instructor is available during office hours to provide additional assistance. Office hours are not a substitute for class sessions.
4. The instructor will respond to emails within 24 hours of receipt. Exception: Emails sent on the weekends (Friday through Sunday) will be answered by Monday evening.
5. Students should use APA format for all written assignments, which can be found in the *Publication Manual of the American Psychological Association* (6th edition).
6. The instructor reserves the right to make changes to the syllabus as needed. Students will be notified of changes in writing via email.

Honor Code

Students should abide by the College of Charleston Honor Code, which can be found in the Student Handbook. Copies of this document are available electronically on the College of Charleston website and in print in the Office of Student Affairs.

Students with Disabilities

The College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Any student eligible for and needing accommodations because of a disability should speak with the professor during the first two weeks of class or as soon as the student has been approved for services.

Writing Lab

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, 1st floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/).
# Tentative Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1/11 | Course overview  
Introduction to literacy | | |
| 1/18 | Basic concepts and definitions  
Causes of reading problems | McCormick & Zutell (M&Z) Ch. 1 & 2 | Quiz 1 |
| 1/25 | Administering an informal reading inventory | QRI-6 (Introductory chapters) | |
| 2/1 | Assessment for identifying problems, verifying reading levels, and specific strengths and weaknesses | M&Z Ch. 3, 4, & 5 | Quiz 2 |
| 2/8 | Principles of instruction for delayed readers | M&Z Ch. 6 & 7  
Cunningham Ch. 1 | IRI – Upload protocols to OAKS Dropbox |
| 2/15 | Building the foundation for phonics  
Emergent and early reading | Cunningham Ch. 2, 3, 4, & 5 | Quiz 3 |
| 2/22 | Word recognition and fluency | M&Z Ch. 8  
Cunningham Ch. 6, 7, & 8 | |
| 3/1 | Word identification | M&Z Ch. 9 | |
| 3/8 | Spring Break – NO CLASS | | |
| 3/15 | Using phonics and spelling patterns | Cunningham Ch. 9, 10, & 11 | Quiz 4 |
| 3/22 | Knowledge of word meanings | M&Z Ch.10  
Neuman article | |
| 3/29 | Reading comprehension | M&Z Ch. 11 & 12 | Quiz 5 |
| 4/5 | Written expression | Gunning Ch. 13  
Graham & Harris article | Final IRI |
| 4/12 | Severely delayed readers and nonreaders  
English-language learners and other learners with special needs | M&Z Ch. 13 & 14 | Quiz 6 |
| 4/19 | Student Presentations  
Course evaluations (Bring mobile devices) | | Lesson plan sequence |
| | Final Exam | | |
COURSE POLICIES AND PROCEDURES

Course policies and procedures apply to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
<td>B+</td>
<td>89-92%</td>
<td>3.5</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
<td>B</td>
<td>85-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
<td>C+</td>
<td>81-84%</td>
<td>2.5</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
<td>C</td>
<td>77-80%</td>
<td>2.0</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
<td>F</td>
<td>0-76%</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
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</table>

A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice
3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/studenthandbook). Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching. **Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**

- **ETC1:** Understanding and valuing the learner
  - Standard 1: Evidence theoretical and practical understanding of the ways learners develop
- **ETC2:** Knowing what and how to teach and assess and how to create an environment in which learning occurs
• Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
• Standard III: Evidence a variety of strategies that optimize student learning
• Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
• ETC3: Understanding ourselves as professionals
  o Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
  o Standard VI: Communicate effectively with students, parents, colleagues, and the community
  o Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society