LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-45a	App. 4-17-07	App. 5-1-07

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Jan Baker	**jmbaker@iup.edu**
Proposing Department/Unit	Phone
Special Education & Clinical Services	**X72450**

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

_____New Course   _____Course Prefix Change   _____Course Deletion

__X__ Course Revision   _____Course Number and/or Title Change   __X__Catalog Description Change

EDEX 222 Methods of Teaching Reading to Persons with Disabilities	EDEX 222 Methods of Teaching Reading in Inclusive Settings
Current Course prefix, number and full title	*Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,

_____ This course is also proposed as an Honors College Course.   Pan-African)

3. Program Proposals

_____Catalog Description Change   _____Program Revision

_____New Degree Program   _____Program Title Change   _____Other

_____New Minor Program   _____New Track

Current program name	*Proposed* program name, if changing

4. Approvals — Date

		Date
Department Curriculum Committee Chair(s)	Joseph Demarollii	1-15-07
Department Chair(s)	Joseph Demarallli	1-15-07
College Curriculum Committee Chair	Joseph Demaradii	3-1-07
College Dean	Mary Ann Rafoth	3-1-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	Gail S Sechrist	4-17-07

*where applicable

Part II. Description of Curriculum Change

1. New Syllabus of Record

I. CATALOG DESCRIPTION

EDEX 222 Methods of Teaching Reading to Persons with Disabilities   3c-0l-3cr

Prerequisite: Sophomore status or above

Course Description:

Focuses on basic concepts of developmental reading instruction and systematic coverage of methods of teaching reading from readiness stages through eighth grade. Reviews research in the field, including current issues, trends, practices, and services. Additionally, issues and practices related to students who are English language learners will be examined. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing, co-teaching and whole group instruction) will be used to facilitate the acquisition of new skills. Students will also become familiar with software useful for reading instruction.

Course competencies: The student will be able to

1.   define reading and its relationship to the communication arts program

2.   describe the role of language development as a basis for learning to read

3.   explain the relationship between child growth and development and basic principles of learning and readiness to learn

4.   describe various exceptionalities and how their learning may be affected by their disability and various educational approaches that may be employed in reading instruction

5.   recognize the needs of learners from culturally diverse backgrounds and understand learning styles of learners who are linguistically different

6.   demonstrate knowledge of English language learner outcomes and knowledge of specific instructional strategies to address needs of ELL

7.   demonstrate proficiency in teaching components of the reading process with direct instruction approach

8.   use instructional strategies such as story impressions and Directed Reading-thinking Activity to present new skills and provide practice for students

9.   list the positive and negative aspects of standardized reading tests and informal assessment techniques

10.   demonstrate knowledge of patterns for individualizing instruction

11.   select appropriate materials for instruction, including basal readers and supplemental text

12.   use computer-assisted instruction in teaching reading and awareness of software available to enhance reading performance

13.   demonstrate knowledge of major approaches to teaching reading

14   use basic communication skills to collaborate with professionals regarding reading instruction for students with disabilities

Course Objective Discipline Specific Standard/ Program Objective	Discipline Specific Standard/ Program Objective		Course Assessment Measuring Objective
1.	1		Exams
2.	1		Role-plays Exams
3.	2		In-class activities Exams
4.	1 2 3 5 8		Lesson plans Demonstration lessons Individual reading plan Exams Phonics quiz
5.	2 3 5	7 8	Demonstration lessons Exams
6.			Role-plays Exams
7.	4 7		Lesson plans IRI activity Individual reading plan Exams Instructional game
8.	4		Lesson plan CBM activity IRI activity Individual reading plan Exams
9.	8		CBM activity Exams
10.	7		Exams Role-plays
11	7		Lesson plan
12	7		Lesson plan
13	4		Individual reading plan Demonstration lessons Exams
14	6 9 10		Exams Role-plays

Attendance Policy:

The University currently upholds an attendance policy. You may miss two classes without repercussion. However, 10 points will be deducted from your overall total points for each additional class that is missed. Exceptions are made for religious holidays, medical emergencies, or family emergencies. Please contact the instructor if you are unable to come to class.

Required text:

McCormick, S. (2007). *Instructing students who have literacy problems (5th Ed.).* Columbus, OH: Merrill.

Course Outline

Date:	Week 1
Topic:	Introduction, overview of diverse learners, including ELL
Readings:	Chap 1

Date:	Week 2
Topic:	Reading principles and emergent literacy
Readings:	Chap 5, 7, 8 and 9

Date:	Week 3
Topic:	Word identification (sight words)
Readings:	Chap 5 and 8

Date:	Week 4
Topic:	Word identification (phonics)
Readings:	Chap 9

Date:	Week 5
Topic:	Word identification (more on phonics, including sound/syllable interference for ELL)
Readings:	Chap 5, 9 and 14

Date:	Week 6
Topic:	Word identification (structural and contextual analysis)
Readings:	Chap 9

Date:	Week 7
Topic:	Fluency; reading levels
Readings:	Chap 4, 7 and 8

Date:	Week 8
Topic:	Individualizing instruction
Readings:	Chap 1, 5, 6, 7, 8, 9

Date:	Week 9
Topic:	Comprehension (vocabulary; cognates for ELL)
Readings:	Chap 5 and 10

Date:	Week 10
Topic:	Comprehension (narrative text)
Readings:	Chap 11

Date: Week 11
Topic: Comprehension (narrative text) – importance of background knowledge for all learners, including students who are ELL
Readings: Chap 11 and 14

Date: Week 12
Topic: Comprehension (expository)
Readings: Chap 12

Date: Week 13
Topic: Comprehension (expository) – importance of text structure for all learners, including students who are ELL
Readings: Chap 12 and 14

Date: Week 14
Topic: Individualizing instruction for students who are ELL
Readings: Chap 4 and 14

Course Requirements:

1. *Class activities*. Class activities will require application of topics covered in lectures and assigned readings. Pop quizzes will cover assigned readings. Five points will be awarded for each of 16 activities/quizzes. Points will be awarded only for students in class on day of activity. (80 points; 5 points each for 16 activities).

2. *Out-of-class activities*. Out-of-class assignments will provide application of effective practices covered in class. Students will complete 3 assignments: phonics quiz, instructional game, and website for ELL. Guidelines will be distributed in class. (30 points; 10 points each for 3 activities)

3. *Lesson plans*. Two lesson plans will be written, one targeting word identification and one targeting comprehension instruction. The lesson plan format will be distributed in class (50 points; 20 points for first lesson plan and 30 points for second lesson plan)

4. *Demonstration lessons*. Conduct two 15-minute reading lessons using sections of your lesson plans. Guidelines will be discussed in class. (20 points, 10 points for each presentation).

5. *Exams.* Four exams will be completed during class. They will consist of multiple choice and short answer items. (120 points, 30 points for each exam).

Evaluation:

A maximum of 300 points will be awarded with a grade of A for 270-300 points, B for 240-269 points, C for 210-239 points, and D for 180-209 points.

Bibliography

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Broun, L.T. (2004). Teaching students with autistic spectrum disorders to read. *Teaching Exceptional Children, 36*(4), 36-40.

Butzow, J. & Meloy, T. (2002) School Assisted Interactive Learning – Project SAIL. Indiana University of PA.

Cappellini, M. (2005). *Balancing reading and language learning :A resource for teaching English language learners, k-5.* Portland, ME: Stenhouse Publishers

Fisher, J.B. & Schumaker, J.B. (1995). Searching for validated inclusive practices: A review of the literature. Focus on *Exceptional Children, 28*(4), 1-20.

Garcia, G. E. (1994). Assessing the literacy development of second language students. In K. Spangenberg-Urbschat and R. Pritchare, Eds., *Kids Come in All Languages: Reading Instruction for ESL Students*, 180-205. Newark, DE: International Reading Association.

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Skillings, M.J. & Ferrell, R. (2000). Student-generated rubrics: Bringing students into the assessment process. *The Reading Teacher, 53*(6), 452-458.

Wormeli, R. (2006). Differentiating for tweens. *Educational Leadership, 63*(7), 14-19.

2. Summary of Proposed Revisions

    A. Utilizing an integrated curriculum approach to infuse content related to instructing students who are English language learners in English language instruction has been added to several topical areas of EDEX 222. Specific changes include: Overview of Diverse Learners, Word Identification (Phonics & Sound Syllable inference), Comprehension (Vocabulary, Cognates, Narrative text, Expository), Individualized Instruction, cooperative learning, simulations, role-playing, co-teaching and whole group instruction.

1. Justification /Rationale for the Revision

    A. Changes in the content of EDEX 222 Methods of Teaching Reading to Persons with Disabilities are being made to address impending Pennsylvania Department of Education changes in teacher certificate requirements. Specifically, all teachers in Pennsylvania beginning in 2010 will be required to have three (3) credits of course work in Teaching English language learners. In order to be proactive to this requirement we are adding the three credits of English Language learning into the current curriculum. Addition pf English Language Learners to the curriculum sequence would come from the five (5) free electives available in the current curriculum sequence. However, realizing that a stand alone course in English language learning would not be sufficient in adequately preparing our teacher education candidates to address the needs of English language learners an integrated curriculum approach is being used to best prepare our candidates. Therefore, one credit of content related to instruction of English language learners will be infused into EDEX 222- Methods of Teaching Reading in Inclusive Settings and EDEX 321- Methods of Teaching Language Arts in Inclusive Settings.

4. Old Syllabus of Record

EDEX 222 METHODS OF TEACHING READING TO PERSONS WITH DISABILITIES   3 s.h.

Prerequisite: Sophomore status or above

I. COURSE DESCRIPTION

Presents basic concepts of developmental reading instruction and systematic coverage of methods of teaching reading from readiness stages through eighth grade. Diagnostic-prescriptive techniques are included. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate the acquisition of new skills. Students will also be expected to use the internet to access material for lesson plans, and to use Inspiration software, MS Excel Grade Book Page, Desktop Publishing software, and WebCT Bulletin Board.

II. COURSE OBJECTIVES

This course is designed to develop:

A. the ability to define reading and its relationship to the communication arts program (354:IIG, III C; CEC: Standard 6, 7,& 9);

B. the ability to describe the role of language development as a basis for learning to read (354:II G, IIIC; CEC: Standard 6, 7,& 9);

C. the ability to explain the relationship between child growth and development and the basic principles of learning and readiness to learn (354:ID, II B,III C; CEC: Standard 2, 3, 5, 6, 7, & 9);

D. the ability to recognize the needs of learners from culturally diverse backgrounds and understand different learning styles of learners who are linguistically different (354:ID, II B; CEC: Standard2, 3, 5, & 9);

E. the ability to plan teaching strategies such as Directed Reading Activity and Directed Reading-Thinking Activity to teach word identification and reading comprehension;

F. the ability to demonstrate proficiency in teaching word identification and reading comprehension;

G. the ability to know the positive and negative aspects of standardized reading tests and informal assessment techniques (354:IF, IG, II A; CEC: Standard 1, 7 & 8);

H. the ability to demonstrate knowledge of patterns for individualizing instruction (354:II A, II D; CEC: Standard 5 & 7);

I. the ability to select appropriate materials for instruction, including basal readers and whole language (354:IJ, II C, II D; CEC: Standard 4, 5,& 7);

J. the ability to use computer-assisted instruction in teaching reading and awareness of software available to enhance reading performance (354:IJ; CEC: Standard 4);

K. the ability to demonstrate knowledge of major approaches to teaching reading, including the basal approach: I/T/A; Words in Color; Language Experience; Individualized Learning, Whole Language, DISTAR, and Curriculum-Based Assessment for Instructional Design (354:IJ, II D; CEC: Standard 4, 5,& 7).

Discipline Specific Standard/	Course Objective and	Course Assessment

Program Objective	Performance Indicator	Measuring Objective
1. Foundation	Various exceptionalities Reading as communication arts program Language development	Mid-Term Exam
2. Development & Characteristics	Various exceptionalities Multicultural diversity Child development	Role-plays Mid-Term Exam
3. Learning Differences	Various exceptionalities Multicultural diversity	In-class activities Mid-Term Exam
4. Instructional Strategies	Direct instruction Strategies for presentation and practice Major approaches to reading	Lesson plans Demonstration lessons Individual reading plan Mid-Term Exam
5. Environmental & Social Interaction	Various exceptionalities Multicultural diversity	Demonstration lessons Mid-Term Exam
6. Communication	Collaboration with professionals	Role-plays Final Exam
7. Instructional Planning	Various exceptionalities Individualizing Selecting materials Computer-assisted instruction Multicultural diversity	Lesson plans CBM activity IRI activity Individual reading plan Final Exam
8. Assessment	Various exceptionalities Formal and informal assessment Multicultural diversity	Lesson plan CBM activity IRI activity Individual reading plan Final Exam
9. Ethics	Collaboration with professionals	
10. Collaboration	Collaboration with professionals	Final Exam Role-plays

III. COURSE OUTLINE

A. Define Reading

B. Describe the Role of Language Development in Learning to Read
   1. Pluralistic society
   2. School environment
   3. Non-school environment

C. Relationship Between Child Growth and Development

D. Concepts of Readiness at All Levels of the Curriculum
   1. Initial
   2. Developmental

E. Teaching Strategies
   1. Directed reading activity (DRA)
   2. Directed reading-thinking activity (DR-TA)

F. Teaching Components of the Reading Process
1. Word identification
2. Comprehension of narrative and expository text
a. Vocabulary
b. Text
3. Study skills
4. Rate and fluency

G. Standardized Reading Tests - Pros and Cons

H. Patterns for Individualizing Instruction

I. Selecting Appropriate Materials

J. Approaches to Teaching Reading
1. Basal approach
2. I/T/A
3. Words in Color
4. Language experience
5. Individualized learning
6. Whole language
7. Direct Instruction
8. CBAID

IV.   COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the
following course requirements:

Lesson Plan for Word Identification and Comprehension
Demonstration Lessons
Individual Reading Plan
Individual and Group Projects
Examinations
Class Participation

V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points according to the following scale:
90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59% & below = F

VI.   REQUIRED TEXT

McCormick, S. (1999). Instructing students who have literacy problems. Upper Saddle River, NJ: Merrill.

VII.   SUPPLEMENTAL REFERENCE

Huck, R., Myers, R., & Wilson, J. (1989). <u>ADAPT: A developmental activity program for teachers</u>.

  Allegheny Intermediate Unit: Pittsburgh, PA.

VIII.REFERENCES

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Balajthy, E. (1986). <u>Microcomputers in reading and language arts</u>. Englewood Cliffs, NJ: Prentice-Hall.

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  New York: Longman.

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  Columbus: Merrill.

Carnine, D., Silbert, J., & Kameenui, E. J. (1990). <u>Direct instruction reading</u> (2nd ed.). Columbus: Merrill.

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  MD: University Press.

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  <u>reading disabilities</u>. San Antonio: Harcourt Brace Jovanovich.

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    IL: Charles C. Thomas.

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    differentiation. San Antonio: Harcourt Brace Jovanovich.

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    Allyn and Bacon.

Karolides, N. J. (Ed.). (1992). Reader response in the classroom: Evoking and interpreting meaning in

    literature. New York: Longman.

Lindsey, J. D. (1987). Computers and exceptional learners. Columbus, OH: Merrill.

Male, M. (1988). Special magic: Computers, classroom strategies, and exceptional students. Mt. View,

    CA: Mayfield.

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    International Reading Association.

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    exceptional children. Denver: Love.

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    Love.

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