

**Literacy Instruction for Students with Disabilities (05:300:480:90)**

**Fall 2021**

**3 Credits**

Instructor: Dr. Stuart Barudin	Day & Time: On-Line
Phone Number: 609-462-3067	Prerequisites or other limitations: As per Rutgers GSE Policy
Permission Required: No	Directions as to where to get permission number: Nicole.Symonds@gse.rutgers.edu
Email: stuartbarudin@aol.com	Office Hrs: Available evenings
Mode of Instruction:	
<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar	<input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online

**I. Learning Goals/Course Description**

This course focuses on instructional practices in special education. It explores special education approaches to reaching literacy to students with disabilities and/or at-risk learners. Procedures covered in this course are applicable to inclusive, as well as more restrictive settings and addresses the needs of students from a board array of cultural, linguistic and economic backgrounds. This is an on-line course scheduled to run from September 1, 2021 – December 23, 2021 and is designed in coordination with the same course that may be taken in conjunction with a field placement in which students apply specific procedures and strategies from class work.

Typical coverage includes:

- Lesson planning and instruction in multiple learning environments
- Characteristics of students with mild disabilities in literacy
- Research-based instructional strategies, modifications and materials for teaching students with disabilities
- New Jersey Core Curriculum Content Standards (NJCCCS)
- New Jersey Professional Standards for Teachers (NJPST)

**Course catalogue description**

Please confirm at [http://catalogs.rutgers.edu/generated/gse\\_current/pg195.html](http://catalogs.rutgers.edu/generated/gse_current/pg195.html)

**II. Course Objectives:**

**State or Professional Organization Standards:**

The course objectives address portions of NJPST Standard #4: Instructional Planning and Strategies and Standard #7: Special Needs

**Standard 4: Instructional Planning and Strategies** – Teachers shall understand instructional planning, design long and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of learners.

**Standard 7: Special Needs** – Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

## Course Objectives from Standards 4 & 7:

### *Teachers will know and understand:*

- how to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the Individual Education Program (NJPST 7.1)
- how to plan and design instruction based on students' prior knowledge, strengths and needs and developmental progress (NJPST 4.1)
- available and appropriate resources and materials for instructional planning and techniques for modifying methods and materials to help all students learn (NJPST 4.2, 4.3)

### *Teachers value and are committed to:*

- the belief that children and adolescents with special needs can learn at high levels and achieve success (NJPST 7.4)
- the development of students' critical thinking, independent problem-solving and performance capabilities (NJPST 4.5)

### *Teachers will engage in activities to:*

- apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning (NJPST 7.5)
- employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning (NJPST 7.6)

## Council for Exceptional Children – Advanced Preparation Standards: Assessment

- 1.0 Special education specialists use valid and reliable assessment practices to minimize bias.
- 1.1 Special education specialists minimize bias in assessment.
- 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs

### III. Course Structure

This course is offered on line through Canvas and will include required readings, threaded discussions, quizzes and activities focused around lesson planning and recent literature in literacy.

Students are to contact the **Rutgers Help Desk at 848-932-4702** for assistance with any technology questions associated with the assignment in this course.

### IV. Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

## V. Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## VI. Class Materials/ Textbooks:

### Required

*Teaching Reading to Students Who Are At Risk or Have Disabilities: A Multi-Tier Approach - 3rd Edition* by William Bursuck and Mary Damer. Pearson Publishers (Allyn & Bacon), 2015.

National Reading Panel website download: *Put Reading First: The Research Building Blocks for Teaching Children to Read - 2003* (58 pages). The report can be accessed at:  
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

### Recommended

*Phonics, Phonemic Awareness and Word Analysis for Teachers: An Interactive Tutorial – 10<sup>th</sup> Edition* by Donald Leu and Charles Kinzer. Pearson Publishers (Allyn & Bacon), 2012.

## VII. Course Attendance, Tests and Assignments:

1. **Attendance, Preparation and Participation** – Students are expected to complete all assignments within posted due dates.
2. All written assignments (except threaded discussions) must be submitted to the Assignment Link and must follow the prescribed format for font and margins.
3. Student work will NOT be reviewed prior to its assigned due date. NO extra credit assignments will be available. All assignments submitted either to the Discussion Link, Assignment Link or LiveText will be considered completed and scored accordingly. The final letter grade for the course will be consistent with a strict interpretation of the scoring rubric posted in the syllabus.

## Course Assignments:

All due dates are posted in the syllabus. If you have any special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations and/or modifications, please notify the instructor. Reasonable efforts will be arranged to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator.

1. Student Biography – Students must complete a short biography to be posted using the Discussion Link.
2. Student Data Sheet – Students must complete a one-page student data sheet that will be used for threaded discussion groupings and mailings of graded assignments.
3. Lesson Plans - Two (2) lesson plans using the posted Rutgers rubric are to be completed during the semester. Each lesson plan will focus on a different instructional methodology (cooperative learning, collaborative teaching) and different area in emerging literary such as phonemic awareness, comprehension or fluency. Students must use the posted Rutgers Lesson Plan format and follow the specific directions given for each assignment. Scoring rubrics and sample lesson plans are posted in the Files section in the course shell. Directions will be provided for each type of lesson. It is important to provide sufficient detail and specifics to clearly show how each lesson is planned, implemented and assessed. Objectives must be stated in behavioral terms and accommodations and modifications for students with disabilities must be individually based, not as a group as a whole.
4. Essay – Students will complete an essay on a literacy-based topics consistent with the National Reading Panel's *Put Reading First* report, the textbook, assigned journal articles/studies and web-based sources.
5. Threaded Discussions - Students will participate in four (4) threaded discussions based on required readings throughout the semester. Pure opinions and thoughts will not sufficient for full credit. The content added to the threaded discussions must contain information from researched articles, the texts or any of the readings posted in the course shell. All threaded discussions are divided into two steps. Students are to enter their response to the specific question presented to the class or their assigned group. In the second part, students have to enter a detailed response to each member of the class that responded to the same question. Two different due dates are assigned to each threaded discussion. The first date is when students must post their own response to the selected question. The second due date is when all follow up responses to the students who selected the same option must be posted. The fourth threaded discussion is specific to the LiveText Review of Literature assignment.
6. Strategy Training Video: Students will submit one (1) video of a mock lesson teaching any element of literacy covered in the course. Students may construct a lesson using information in the posted *Phonological Awareness Strategy Training Manual* (Boyle). A video of a lesson using the STOP strategy is posted as a reference. Specific instructions for the assignment will be provided during the semester. The videos are an opportunity for students to demonstrate the ability to implement different types of phonological instructional strategies. Videos can be submitted at any time during the semester, but no later than the due date for each stage. Different methods to submit the video are posted in the Files section in the course shell.

7. Review of Literature – LiveText: Students will complete and submit a review of literature on a topic directly related to literary. A specific information page on this assignment will be posted in the Course Home section in Canvas. Samples of reviews of literature are posted in the Files section. Each student will receive a detailed email regarding the procedure to be used to register with LiveText. If you do not receive an email, you may contact Ms. Melissa Freedman ([melissa.freedman@gse.rutgers.edu](mailto:melissa.freedman@gse.rutgers.edu)) or Mr. Parker Geraldts ([parker.geralds@gse.rutgers.edu](mailto:parker.geralds@gse.rutgers.edu)) for technical assistance. Specific assignment details and due dates will be posted during the semester on Canvas.

8. Exams: There will be two tests administered during the semester covering assigned readings and literature in the area of special education and literacy

## VIII. Assignment Policy:

- **Academic Integrity**: Students are expected to comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from the instructor and or other appropriate resource (i.e., the Rutgers Help Desk). Assignments are expected to be individually prepared unless a group project is assigned. The consequences for violating policies of academic integrity and other elements of the student code are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work for two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” work from friends. You can avoid problems by being organized and getting work done by the posted due dates. Please review the following website on the Rutgers University policy on academic integrity:

[Http://academicintegrity.rutgers.edu/policy-on-academic-integrity](http://academicintegrity.rutgers.edu/policy-on-academic-integrity)

- **Terminology**: Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because the term “normal” has multiple meanings and may inappropriately imply abnormal where it is not applied, the term should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. Please refer to the most recent APA Manual for more information on person-first terminology.
- **Writing Guidelines**: All assignments (except Threaded Discussions) MUST be submitted to the Assignment link. They must be typed and double-spaced, have a 12-point Times New Roman font with margins assigned as follows: 0.5 for top and bottom, 0.8 for left and right. Students are to use a 12-point traditional/professional font (e.g. Times New Roman). Do NOT write in the first person, use quotes very sparingly and do not use a cover page. When appropriate, all assignments must be completed using the most recent APA format (6<sup>th</sup> Edition – 2006). Assignments are to be completed in a manner consistent with students in a graduate school program. Writing is an important skill and crucial to master, especially for someone wanting a career in education.

- **Preliminary drafts of written assignments will not be reviewed or graded.** Students are expected to follow directions for each assignment and submit them as posted in the course shell. Once an assignment has been posted or submitted, it is considered a final version of the student's work and will be graded accordingly. Therefore, it is very important that students wait to get directions to each assignment prior to its submission.

## IX. Grading Policy

Evaluation of your performance in this course is based on the percentage of total points you earn in completing all the required assignments. Assignments submitted after the posted due dates will be penalized at a rate of 5% of the assignment value for each day late. Students may receive permission to submit an assignment after the posted due date only with the written permission of the instructor:

### **Grading and Activities:**

<b>Assignment</b>	<b>Points</b>	<b>Projected Due Date(s)</b>
Student Data Form	5	September 3
Student Biography	5	September 5
Threaded Discussion #1	10	September 9 - 12
Lesson Plan #1 – Cooperative Learning	10	September 19
Literacy Essay	10	September 26
Threaded Discussion #2	10	September 30 – October 3
Review of Literature Topic Submitted	0	October 3
Midterm Exam	20	October 14
Lesson Plan #2 – Collaborative Teaching	10	October 24
Threaded Discussion #3	10	October 28 – October 31
Phonics Lesson Video	10	November 14
Review of Literature	25	December 5
Video & Threaded Discussion #4	10	December 9 - 12
Reflection	5	December 15
Final Exam	20	December 16
Total Points	160	
LiveText Submissions		December 19

### **Final Grade Determination:**

<b>Percentage (%) of Total Points</b>	<b>Grade</b>
92 - 100	A
87 - 91	B+
82 - 86	B
77 - 81	C+
72 - 76	C
62 - 71	D
< 62	F

Student work will NOT be reviewed prior to its assigned due date and NO extra credit assignments will be available. All assignments submitted either to Discussion or Assignment links will be considered completed and will be scored accordingly. The final letter grade will be consistent with a strict interpretation of the scoring rubric above.

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<b>Week of</b>	<b>Topic</b>	<b>Reading/Assignment Due Dates</b>
9/1/21	Introduction to Course Review of Syllabus, Readings and Assignments	- <b>Student Information Sheet (9/3)</b> - <b>Student Biography (9/5)</b>
9/6/21	Strategy Training Word Identification Strategy & Phonological Awareness Strategy	- National Reading Panel (NRP) article - Phonological Awareness Strategy Manual - <b>Threaded Discussion #1 (9/9 - 9/12)</b>
9/13/21	Overview of Reading	- Bursuck and Damer Chapter 1 - Selected Readings - <b>Lesson Plan #1: Cooperative Learning (9/19)</b>
9/20/21	Systematic Reading Instruction	- Selected Readings - <b>Literacy Essay (9/26)</b>
9/27/21	Phonemic Awareness	- Bursack & Damer Chapter 2 - Selected Readings - <b>Threaded Discussion #2 (9/30 -10/3)</b> - <b>Review of Literature Topic Submitted (10/3)</b>
10/4/21	Beginning Reading – Word Reading	- Bursuck & Damer Chapter 3
10/11/21	Midterm Exam	- <b>Midterm (10/14)</b>
10/18/21	Advanced Word Reading	- Bursuck & Damer Chapter 4 - <b>Lesson Plan #2 – Collaborative Teaching (10/24)</b>
10/25/21	Reading Fluency	- Bursack & Damer Chapter 5 - Selected Readings - <b>Threaded Discussion #3 (10/28 – 10/31)</b>
11/1/21	Independent Study	
11/8/21	Vocabulary & Word Recognition	- Bursuck and Damer Chapter 6 - Selected Readings - <b>Phonics Lesson Video (11/14)</b>
11/15/21	Oral Language Skills	- Selected Readings
11/22/21	Reading Comprehension	- Bursuck & Damer Chapter 7 - Selected Readings
11/29/21	Spelling/Handwriting	- Selected Readings - <b>Review of Literature (12/5)</b>
12/6/21	Independent Study	- <b>LiveText Video (5/2)</b> - <b>Threaded Discussion #4 (12/9 – 12/12)</b>
12/13/21	Final Exam	- <b>Reflection (12/15)</b> - <b>Final Exam (12/16)</b>
		<b>Submissions to LiveText – 12/19/21</b> - <b>Review of Literature</b> - <b>Video of Research Summary</b> - <b>Reflection</b>