San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 216, Teaching Reading and Language Arts, Spring 2022

Course and Contact Information

Instructor: Matthew Love, PhD  
Office Location: Sweeney Hall 230  
Telephone: 408-924-3695  
Email: Matthew.love@sjsu.edu  
Office Hours: Tuesday 2:00-4:00  
Class Days/Time: Tuesday 7:00-9:45  
Classroom: Sweeney Hall 230

Course Format: Hybrid

This course follows a hybrid format with lectures taking place in face to face and online formats. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

Emphasis on socio-cultural propensities of diverse groups and theories of culturally relevant pedagogy and a model of teaching reading and writing that is based in scientific research.

Course Goals

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards Teaching Performance Expectations (TPE):

<table>
<thead>
<tr>
<th>Universal</th>
<th>Mild/Moderate</th>
<th>Extensive Support Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7, 3.1, 4.3, 4.7</td>
<td>3.1, 4.2</td>
<td>3.1, 3.2, 4.4</td>
</tr>
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Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will be able to:
1. Identify and implement specific evidence-based/high leverage instructional strategies for teaching reading and writing to students with disabilities in a variety of instructional settings.
2. Describe the components of explicit phonics instruction.
3. Develop lesson plans that address phonemic awareness, decoding, fluency, vocabulary, and comprehension.
4. Identify assessments for language, reading, writing, and progress monitoring of student achievement in literacy.
5. Create a scope and sequence of phonics skills to provide literacy interventions to students with disabilities.
6. Deliver direct and explicit phonics instruction.
7. Identify and deliver literacy supports in a variety of classroom settings and content areas.

**Required Texts/Readings (Required)**

**Textbook**

**Other Readings**
Additional course resources and readings will be provided on Canvas throughout the semester.

**Other technology requirements / equipment / material**
Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets.

**Course Requirements and Assignments**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

**Assignments**
1. **Personal Reading Reflection (25 Points).** Students will complete a 2 page paper that discusses their own experiences with reading.
2. **Midterm (50 Points).** Students can earn up to 50 points for accurately answering multiple choice and open-ended questions on a midterm examination covering the course content.
3. **Literacy Unit (100 Points).** Students will create a one-week standards-based instruction plan that incorporates connected reading and writing activities. Students will be responsible for planning vocabulary instruction, evidence-based instruction, independent reading activities, and writing/spelling activities.
4. **CBM Administration (50 Points).** Students will administer two curriculum-based measures for reading, comprehension, and/or fluency. Points will be awarded for the accuracy of the data collected.
5. **Final Exam (75 Points).** Students can earn up to 75 points for accurately answering multiple choice and open-ended questions/case studies on a midterm examination covering the course content.

**Final Examination or Evaluation**
Students will be assigned a final exam for this course.
Final Examination or Evaluation

Students will take the final exam at the assigned date and time.

Grading Information

Determination of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>282-300</td>
<td>94 to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>270-281</td>
<td>90 to 93%</td>
</tr>
<tr>
<td>B+</td>
<td>258-269</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>249-257</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B-</td>
<td>240-248</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>228-239</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>219-227</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C-</td>
<td>210-218</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>198-209</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>189-197</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D-</td>
<td>180-188</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;180</td>
<td>0 to 59%</td>
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Classroom Protocol

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones’ own. Everyone’s voice is valued and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

University Policies (Required)

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc., is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources with students.

INCOMPLETE POLICY

An “Incomplete” is given only at the discretion of the instructor.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 1    | 2/1  | • Introduction and Overview of Syllabus  
      |      | • The State of Reading Achievement      |
| 2    | 2/8  | • Evidenced Based Practices in Reading  
      |      | • Review of Research on the Big 5 of Reading  
      |      | • The Science of Reading                  |
| 3    | 2/15 | • The Stages of Literacy Development  
      |      | • Planning Reading Instruction Based on Ongoing Assessment  
      |      | **Personal Reading Reflection Due**      |
| 4    | 2/2  | • Print Awareness                         
      |      | • Phonemic Awareness                      |
| 5    | 3/1  | • Phonics and Blending Instruction        
      |      | • Irregular and Multisyllabic Phonics Instruction  
      |      | • Delivering Explicit Phonics Instruction  
      |      | • Evaluating Reading Curricula            |
| 6    | 3/8  | • Building Students Reading Fluency      
      |      | • Opening the Gateway to Reading Comprehension  
      |      | • High Leverage Practices for Intermediate Reading  
      |      | **Readings:** Bursuck and Damer Ch. 5     |
| 7    | 3/15 | • Vocabulary Instruction                 
      |      | • Providing Vocabulary and Language Supports for Students with Disabilities and Emergent Bilinguals  
| 8    | 3/22 | **MIDTERM**                               |
| 9    | 4/5  | • Supporting Student Writing             |
| 10   | 4/12 | • Universally Designing Literacy Instruction  
      |      | • Cross Pollinating Culturally Sustaining Pedagogy and UDL in Literacy  
| 11   | 4/19 | • Content Area Literacy                  
      |      | • Differentiated Literacy Strategies for Instruction and Assessment  
| 12   | 4/26 | • Strategies for Embedding Technology in the Content Areas  
      |      | • Adapting Text-Based Materials for Students with Disabilities and ELs  
| 13   | 5/3  | • Assessing Reading and Writing Progress of Students with Disabilities and ELs  

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>14</td>
<td>5/10</td>
<td>• Curriculum Based Measures</td>
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<tr>
<td></td>
<td></td>
<td>• Assessing Reading Progress</td>
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<tr>
<td></td>
<td></td>
<td><strong>CBM Assignment Due</strong></td>
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<tr>
<td>15</td>
<td>5/25</td>
<td><strong>FINAL EXAM</strong></td>
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