

Literacy Instruction: Students with Disabilities Section 01

EDSE 216A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

Contact Information

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Course Description and Requisites

Examination and application of evidence-based instructional practices for teaching reading and writing to students with disabilities.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

Classroom Protocols

It is expected that students will uphold the following norms and expectations during all course interactions, both in person and online. These norms and expectations will be operationally defined and updated on the first night of class.

1. Demonstrate Professionalism in the Course
2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural

and linguistic backgrounds.

- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

Course Goals

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

Universal	Mild/Moderate	Extensive Support Needs
1.7, 3.1, 4.3, 4.7	3.1, 4.2	3.1, 3.2, 4.4

Course Learning Outcomes (CLOs)

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.

Course Materials

Materials

Textbook

None

Other Readings

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

Other technology requirements / equipment / material

Students will need to be able to access internet and the Google Suite of applications offered by SJSU. If needed, eCampus offers a variety of technology supports. Students also have options for checking out technology on campus. The following links provide more information. It is also expected that you will actively utilize the library services offered on campus.

eCampus support: <https://www.sjsu.edu/ecampus/how-we-can-help/faq.php>

Technology Checkout: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>

SJSU Public Library: <https://www.sjpl.org/king>

Course Requirements and Assignments

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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 learning to read.
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 standards-based instructional plans and materials that incorporates connected reading and writing activities. Students will be responsible for planning appropriate grade level instruction tied to evidence-based instructional practices, vocabulary instruction, independent reading activities, and writing/spelling activities.
4. **Ongoing Semester Reading and Book Report (75 Points).** Students are expected to engage in semester long reading activities, documenting their experience in a semester long journal and end of semester report.
5. **Practice RICA Examination (50 Points).** Students can earn up to 50 points for accurately answering multiple choice and open-ended questions on a RICA practice examination aligned to the course content.

Grading Information

Successful completion of this course requires a grade of B or better. The following criteria describe the grading criteria for the course, including score ranges for the grades earned. Grades will be rounded to the nearest whole number.

Grade	Score Range (% of points earned across all assignments)
A	94-100%
A-	90-93%
B+	87-89%
B	82-87%
B-	80-81%
C+	76-79%
C	72-75%
C-	70-71%
D	60-69%

F	<60%
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University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Format	Topics Covered
1	1/31	In Person	Course Introduction State of Reading Achievement in California The Science of Reading
2	2/7	Online	Phonemic Awareness
3	2/14	Online	Phonics
4	2/21	In Person	Lesson Planning and Implementation Phonics and PA
5	2/28	Online	Fluency and Comprehension
6	3/7	In Person	Lesson Planning for Fluency and Comprehension
7	3/14	Online	Vocab and Midterm Review
8	3/21	In Person	MIDTERM
--	3/28	SPRING BREAK	
9	4/4	In Person	Secondary Texts: Advanced Literature and Informational Texts
10	4/11	Online	Making Content and Instructional Adaptations
11	4/18	In Person	Developing Inclusive Reading Instruction and Materials
12	4/25	Online	Writing Instruction
13	5/2	In Person	RICA Practice Examination
14	5/9	Online	Ongoing Evaluation of Reading Curriculum and Instructional Practice

