

Contact Information

Instructor: Dr. Sara Caniglia Schulte

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SH 217

Office Hours

Tuesday, Wednesday, 3:00 PM to 4:00 PM, SH 217

Online office hours are available by appointment through [this link](https://calendar.app.google/oWouMTMhXXVsystem7)
(<https://calendar.app.google/oWouMTMhXXVsystem7>).

Course Description an

5. Self-Advocate

6. Be Culturally Responsive

Program Information

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, Indigenst

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 support in a variety of classroom settings and content areas.

Course Materials

Teaching Reading to Students Who Are At Risk or Have Disabilities: A Multi-Tier, RTI Approach

3rd edition

Bursuck & Damer (2014)

Pearson

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. In Class Assignments (50 points). Students can earn up to 50 points for participating in class activities during in-person instruction - 5 activities @ 10 points each. Due dates vary as activities are assigned in class. [TPE U1.7, 3.1, 4.3, 4.7, 7.5 MM 3.1, 4.2, ESN 3.1, 3.2, 4.4]
1. Asynchronous Modules (50 points). Students can earn up to 50 points for completing asynchronous modules - 5 modules @ 10 points each. Due dates for asynchronous modules on course schedule. [TPE U1.7, 3.1, 4.3, 4.7, 7.5 MM 3.1, 4.2, ESN 3.1, 3.2, 4.4]
1. Instructional Enhancements for Struggling Readers Mini Paper (15 points). Students will submit a 2-page written paper describing instructional enhancements. Due date: [TPE U3.1, 4.3, 7.5 MM 3.1, ESN

C	72 - 77%	144 - 155 pts
C-	70 - 71%	140 - 143 pts
D+	68 - 69%	136 - 139 pts
D	62 - 67%	124 - 135 pts
D-	60 - 61%	120 - 123 pts
F	< 60%	< 120 pts

Criteria

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date. |

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

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In Person instruction	Big 5 Areas of Reading	<ul style="list-style-type: none">• Intro to Course and Review of Syllabus• Intro to Systematic, Explic
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asynchronous
instruction

Evidence-Based
Instructional
Enhancements

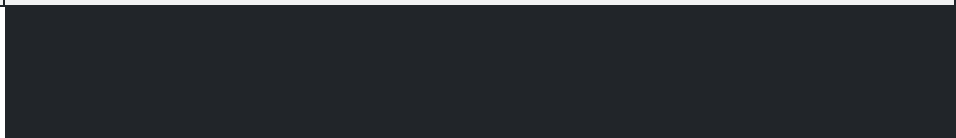
Complete
Asynchronous
Module 1

Concepts About
Print

<p>asynchronous instruction</p>	<p>Complete Asynchronous Module 2</p>	<ul style="list-style-type: none">• Evidence-based Strategies for Teaching phonemic awareness to English Learners
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In Person instruction	Advanced Word Reading Spelling and syllable patterns	<ul style="list-style-type: none">•<ul style="list-style-type: none">◦<ul style="list-style-type: none">▪ digraphs and diphthongs▪ prefixes and suffixes▪ structural analysis skills▪ multi-syllable words•<ul style="list-style-type: none">◦ morphological spelling <p style="text-align: center;">Structured Literacy Instruction</p> <p style="text-align: center;">Core Components of Structured Literacy</p> <ul style="list-style-type: none">• pd scuss:
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asynchronous
instruction

Complete
Asynchronous
Module 4

In Pers

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In Person instruction	Vocabulary Instruction	<ul style="list-style-type: none">• Evidence-based strategies for teaching and assessing vocabulary • Which words to teach• how many words to teach • Frayer Model• Semantic Mapping• Key Words• Morphemic Analysis <p style="text-align: center;">With your table group choose one of the instructor-provided texts. Preview the text and determine which vocabulary words to teach from the text. Use one of the evidence-based strategies to teach the vocabulary.</p> <p style="text-align: center;">Bursar & Damer Ch 6</p>
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- Briefly describe each step.
- Explain how the last step in Possible Sentences helps to solidify students' newfound vocabulary knowledge.

1. For the Anticipation-Reaction Guide:p-R

asynchronous instruction	Evidence-Based Strategies for Literacy Instruction Wrap Up	<ul style="list-style-type: none">• Meet with group members to finalize your Evidence Based Strategy demonstration<ul style="list-style-type: none">◦ Provide an overview of the strategy with supporting research