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#### **UAF School of Education:**

# "Preparing professional educators who are culturally responsive, effective practitioners" EDSE F677 Reading Assessment, Curriculum, and Strategies Spring 2010

Credits: 3.0 Instructor: Joanne Healy, M.S. Day & Time: TBA Office: Gruening Building 714A

Location: Upark, Blackboard and/or via audio conference

**Phone:** (907) 474-1557 **E-mail:** <u>jhealy7@alaska.edu</u>

Office Hours: By appointment

Prerequisites: none

### **Required Readings**

**Texts:** 

Delpit, L. (2006). Other people's children: Cultural conflict in the classroom.

2<sup>nd</sup> ed. New York: New Press.

Levine, M. (2002). A mind at a time. New York: Simon and Schuster

Sousa, D. (2005). How the Brain Learns to Read. Thousand Oaks, CA.: Corwin Press.

Alaska Department of Education and Early Development (2005). Alaska Content Standards. Juneau, AK

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

#### WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

Where to Turn: Governor's Council on Disabilities and Special Education

Alaska State Department of Education

Alaska Special Education Website

Special Education Handbook

Websites Related to Special Education

Council for Exceptional Children

National Clearinghouse for Professions in Special Education

Alaska Inter-Tribal Council
Alaska Native Heritage Center
Alaska Native Knowledge Network
Justice Center Website

### List of Professional Organizations

Council for Exceptional Children (CEC)

American Psychological Association (APA)

Learning Disabilities Association of America (LDAA)

American Association on Intellectual and Developmental Disabilities (AAIDD)

The Association for the Severely Handicapped (TASH)

International Reading Association (IRA)

Disability Law Center - Alaska

Special Education Service Agency (SESA)

- 3. Describe ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- 4. Plan instruction using augmentative and alternative communication systems (CEC#6)
- 5. Describe the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities (CEC #6)
- 6. Describe the typical language development and how

### **Professional and Ethical Behavior**

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

# **Student Code of Conduct and Expect Classroom Etiquette**

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to http://www.uaf.edu/catalog/current/academics/regs3.html for further details.

# **Academic Support Services**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: http://www.uaf.edu/sssp/

### **Disabilities Services**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, <a href="mailto:fydso@uaf.edu">fydso@uaf.edu</a>, or visit <a href="mailto:http://www.uaf.edu/chc/disability.html">http://www.uaf.edu/chc/disability.html</a> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

#### **ASSIGNMENTS**

Overview: The course texts were selected to provide a forum for discussion about issues that teachers will encounter in their classrooms. We will be discussing the theories and philosophical ideas as related to reading instruction, AND we will be talking extensively about how these ideas can be applied to your students. It is very important that you read the texts and be prepared to talk about issues that were brought up, to react to ideas that you may not agree with, and to ask questions about things that were not clear. My questions and comments will be related to what you were expected to read. I will also post additional information on the UAF Blackboard Some of these are diagrams which will provide a visual image that I can refer to when we are discussing a topic. I will also make reference to the texts so please bring them to class with you.

- 1. <u>Inquiries 20 points:</u> These are linkages to what is happening in your classroom/school. I will post a variety of inquiries that you will be expected to investigate, and then post your responses on the forum. The forum is a section of the UAF Blackboard where you can post responses, add websites, and papers and generally discuss topics. It is like the discussion board function but more versatile. We may also use the discussion board. You will need to have your responses to the Inquiries posted in a timely manner since the purpose of this activity is to share information that is relevant to what we are discussing in class. These are simple activities and should not be lengthy.
- 2. <u>Response papers 20 points</u>: These are responses to the reading and discussion that you can post on the Task section of the Blackboard. This is a private conversation between you and me regarding issues discussed in class. It is also expected that this will be your reflection of the issues and NOT a recap of what was said. In other words I am looking for a reaction not a repetition. The Response papers are also meant to be a discussion of the reading that has been assigned and is a means for processing information

Cover page (1 pt)
Log completed and attached (4 pts)
Thank-you note and addressed, stamped envelope is attached (5 pts)
Total Score (50 Possible)

There will be a comprehensive scoring guide and rubric for each component of the course. It will be posted separately on the UAF Online Blackboard.

### **COURSE OUTLINE**

I will say from the beginning that it is my intent to keep to this outline, HOWEVER, this is a class where discussion and reflection are very important. If a topic needs to be continued until the next class, then I will post a revised schedule. I have organized this class in such a way that the assignments are not so lengthy that they will be overwhelming. I also believe that one of the best ways to interact with the texts that we will be reading will be to keep a log by jotting down notes as you read. This will help with the class discussion, and with the reflections that will be required each week.

#### Class 1 Overview of Course and Texts

"Who is the struggling reader?"

Educational contexts and the Politics of Reading

This first class will be a discussion of the course in general and some of the current themes in education which impact special education. Please note at the top of the next week is the reading selection that we will use as the basis of discussion.

INQUIRY #1: What are some of the language and reading issues where you are teaching?

#### Class 2 Difference or Disability?

READ: Chap. 1 in Levine, Introduction to 2006 and Introduction in Delpit, Chapter 1 and Introduction in Sousa (Take the Assessment on Page 9). Note: These readings are to be read In advance for discussion in class.

DISCUSS: Readings, Inquiries

POST: Response Paper #1 on the Task Menu

### Class 3 <u>Current Research</u>

READ: Chapter 2 in Levine

Blackboard links on the brain- bring copies to class for

discussion

INQUIRY #2: In order to be a successful reader, what must a

student be able to do or know?

POST: Response Paper #2: Task menu

#### Class 4 What are we learning from kids who are not learning?

READ: Levine Chapters ,3,4

There is a lot of information in these chapters. We will be talking about the text and also practical applications. You may want to think of specific kids who you can apply this information to.

INQUIRY #3: Select a student who is "troubling" and without using names, discuss what tasks seem to present the greatest difficulties. Using Levine's ideas, what theories can you develop to explain what might be happening.

NOTE: This can be the student you plan to use for the Case Study. It is a good way to begin processing and to get ideas from others.

POST: Response Paper #3 on Task Menu

# Class 5 Language: Ways with Words

READ :Levine Chapter 5 & 6 Sousa Chapters 1 & 2

INQUIRY #4: Textbook/Materials analysis

Using some of the information about language acquisition that we have discussed so far, look at the materials that are used in your classes and discuss some of the issues that you find there (Such as vocabulary, sentence length, complexity of language, metacognitive demands, background knowledge, etc). Using this Analysis may be helpful in developing your case study.

POST :Response Paper #4 on Task menu

# Class 6 <u>Misaligned Intentions</u>

READ: Levine Chapters 7,8,9 Sousa, Chapter 3, Teaching Reading

INQUIRY #5: What approaches to reading and literacy does your district adopt? What are the pluses and minuses of this approach?

No Response paper due this week

### Class 7 When a mind falls behind: Where is the problem?

READ:Levine 10,11,12,13

HOME site. The typing should be double spaced . I cannot make comments directly on a PDF document so please do not do that unless there is no other way to submit the file. DO NOT TYPE THE PAPER DIRECTLY INTO THE BROWSER BOX. I CANNOT MAKE COMMENTS IF YOU DO THAT AND IT IS HARD TO READ IF IT IS SINGLE SPACED. I WILL NOT ACCEPT THE CASE STUDY IN ANY OTHER FORMAT THAN WORD ATTACHMENTS TO UAF Blackboard.

Class 13	Discussion of Case Studies
Class 14	Last Class and discussion of case studies
Name:	
School:	

# Time Sheet / Log for Field Experience

Date	Time In / Time Out	Cooperating Teacher's Signature

Evaluation is based on a percentage of the total class points listed using the following grading system.

Inquiries 20 points x 6 Respone toti 21.7 0 120