

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**SPED 6007 Literacy Fundamentals I (P-12) (3-0-3)**

**Dr. Paulette Harris, Cree-Walker Professor**

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**706-729-2045**

**University Hall # 309**

**Office Hours: TBA**

### **Course Description**

This course is designed to examine research on literacy instruction in P-12 settings. It is particularly focused on techniques that have proven effective with students experiencing problems in acquiring literacy skills in content fields.

### **Textbooks/Required Readings/Recommended Readings**

Richardson, J. (2009). *Reading to learn in the content areas*. Wadsworth.

Walker, B. (2008). *Diagnostic teaching of reading*. New Jersey: Pearson.

### **LiveText**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser

rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

### Course Goals and Objectives

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for special educators to recognize the following competencies in research-based methodologies, teaching techniques, and learning strategies utilized to instruct individuals with learning disabilities effectively, noting different learning styles and adapting teaching and learning materials to these styles:

The student will:

- 1) identify physical, intellectual, emotional, and social correlates to literacy success. (PSC/NCATE-1,7, INTASC-1, BOR II B1-6, CEC-CC 7K1)
- 2) compare theories of literacy (PSC/NCATE-7, INTASC 4, BOR II B1-6, CEC-CC 7K1)
- 3) select and implement a variety of literacy approaches (PSC/NCATE-7, INTASC-4, BOR II B1-6, CEC-CC 7511)
- 4) plan, implement, and evaluate literacy lessons that incorporate research-based strategies (PSC/NCATE-7, INTASC-7, BOR II B1-6)

### College of Education Conceptual Framework

#### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able**, and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **Program-Specific Standards Addressed in This Course**

CEC Standards:

GC2K5 – Common etiologies and the impact of sensory disabilities on learning and experience.

ICC3K3 – Variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family and schooling.

ICC453 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Strategies to prepare for and take tests.

GC4516 – Implement systematic instruction to teach accuracy, fluency, and comprehension in content areas, reading and written language.

ICC5515 – Structure, direct, and support activities of paraeducators volunteers and tutors.

GC5K3 – Methods for ensuring individual academic success in one-to-one, small group, and large-group settings.

ICC652 – Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

GC7K4 – Relationships among disabilities and reading instruction

### **Method of Instruction**

Readings, discussions, model demos, clinical experiences.

### **Course Schedule**

- Week 1: Introduction, overview
- Week 2: Emergent Literacy Approaches
- Week 3: Motivating Students for Literacy
- Week 4: Literacy and Language Development

- Week 5: Word Identification Approaches – Lab Week
- Week 6: Strategies for Developing Sight Vocabulary
- Week 7: Word Attack Skills
- Week 8: Comprehension Tactics (e.g., word meanings, details, main idea)
- Week 9: Comprehension Tactics (e.g., sequence, inference)
- Lab Week 10: Literacy Approaches: LEA, DRA, Basal – Lab Week
- Lab Week 11: Literacy Approaches: i/t/a, DRTA, Individualized Approaches – Lab Week
- Lab Week 12: Technology-Based Approaches – Lab Week
- Week 13: Diagnosing: Informally – Lab Week
- Week 14: Planning for Special Needs
- Week 15: Summary, Evaluation

### **FIELD EXPERIENCE REQUIREMENTS**

Students will spend a minimum of 20 hours per semester. They will develop, implement, and evaluate literacy-based lesson plans incorporating a variety of approaches and strategies.

#### **Performance Assessment**

Successful completion of field experiences (10%), readings (10%), discussions(10%), writing reflective papers (10%), writing and implementing lesson plans (20%), presentations (20%), exams (midterm = 10% and final = 10%)

#### **GRADING:**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F ≤ 59%

A grade of *Incomplete* for the course will only be given under documented extraordinary

circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Please consider the requirements specified in the syllabus as you plan your schedule.

### **Other Important Information:**

#### Contribution to Class Discussions:

Be prepared by reading the assigned material and being able to raise and respond to questions about each assigned topic. The quality of your participation in class discussions and activities will be assessed throughout the semester.

#### Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

Please attend class regularly and punctually.

#### APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at [HYPERLINK "http://owl.english.purdue.edu/owl/resource%20/560/01/"](http://owl.english.purdue.edu/owl/resource%20/560/01/)  
[http://owl.english.purdue.edu/owl/resource /560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

#### Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

In order to receive a passing grade, all assignments must be completed and to the professor as due. To avoid a late penalty, the instructor must receive assignments by 4:30 on the date due.

Unless otherwise specified, all papers should be typed, double spaced, with 12 point font and 1" margins, using APA format at the end of each report in a Reference section. If you are not familiar with APA, see the Publication Manual in the Library or check out the website, <http://www.apastyle.org>

Always use *Person First* language and other appropriate terms as indicated in the APA Manual. Written assignments are graded on content and style. Grammatical and spelling errors will result in points deducted.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

### **Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at:  
<http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from:  
<http://www.adobe.com/products/acrobat/>

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You

may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

### **Bibliography**

- Adams, M. (1990). *Beginning to read: thinking and learning about print*. Cambridge, MA: MIT Press.
- Almasi, J. (2003). *Teaching Strategic Processes in Reading*. NY: Guilford.
- Brozo, W.G. & Flynt, E.S. (2008). *Motivating Students to Read in the Content Classroom: Six Evidence-Based Principles*. 62, 172-174.
- Carnine, L. & Douglas, C. (2004). *The Interaction of Reading Skills and Science Content Knowledge when Teaching Struggling Secondary Students*. 20, 203-218.
- Engelmann, S., Hahner, S., & Johnson, G. (1999). *Corrective Reading*. DeSoto, TX: SRA.
- Forget, M., Lyle, N., Spear, M., & Reinhart-Clark, K. (2003). *Getting All Teachers To Use Reading/Writing To Help Students Learn Subject Matter*. 1-14.
- Graves, M., Juel, C., Graves, B. (2001). *Teaching Reading in the 21st Century*. Boston: Allyn & Bacon.
- Ruddell, R., & M. (1995). *Teaching children to read and write*. Boston: Allyn & Bacon.
- Silvers, P. (2008). *Content-Area Writing: Every Teacher's Guide*. 15, 58-59.
- Schirmer, B. (2009). *Teaching the Struggling Reader*. Boston: Pearson.
- Thompkins, G. (1997). *Literacy for the twenty-first century*. Upper Saddle River, NJ: Prentice Hall.
- Tierney, R. & Readence, J. (2000). *Reading Strategies & Practices*. Boston: Allyn & Bacon.

Yopp, H. & R. (1996). Literature-based reading activities. Boston: Allyn & Bacon.

### **SPED 6007: LAB REQUIREMENTS**

#### 20 hours of lab:

#### PERFORMANCE ASSEMENTS and LAB EVALUATION: DISPOSITIONS & PROFESSIONAL BEHAVIORS

Maintain the required signed Time Log for documentation.

Participate actively in assigned setting by:

- ❖ Becoming familiar with the learners' content fields.
- ❖ Assisting individual learners, small groups and large groups in following-up on literacy-related activities by adapting instruction to diverse learners.
- ❖ Practicing weekly implementation of Scientifically-based Reading Research Strategies from Walker text in literacy plans that represent skills of: planning, implementing, and evaluating needs-based lessons that focus on literacy skills (e.g., decoding, comprehension: word meaning, details, main ideas, sequences, and inferences).
- ❖ Supervising pupils as they incorporate any or all of the language arts skills including: listening, speaking, reading, writing, and spelling.
- ❖ Incorporating appropriate use of technology into literacy lessons.
- ❖ Demonstrating that there is no single approach to literacy instruction.
- ❖ Identifying examples of model demos from class implemented in actual in-school setting.
- ❖ Taking digital pictures for your portfolio of literacy resources.

**SPED 6007**  
Midterm Portfolio Self-Reflection

NAME \_\_\_\_\_

DATE OF INDIVIDUAL CONFERENCE \_\_\_\_\_

Please answer the following questions during the portfolio check:

1. So far, do you feel that you are making adequate progress on the SPED 4007 literacy portfolio? \_\_\_\_\_yes \_\_\_\_\_no
2. If the answer to question #1 is no, please indicate what problems you are encountering and how Dr. Harris may assist.

PROBLEMS:

NEEDS:

CONCERNS:

LAB UPDATES

1. Did you complete the 6 hours of lab lat week? \_\_\_\_\_yes \_\_\_\_\_no
2. Where was your lab? \_\_\_\_\_
3. Are you covered as to: liability insurance, placement or placement waiver, and criminal background check? \_\_\_\_\_yes \_\_\_\_\_no
4. How well did the lab go during the first week?
5. Problems/Concerns with lab:
6. Ways Dr. Harris may help:

Any other QUESTIONS related to SPED 4007:

SPED 4007/6007 End of Course Self-Evaluation

Name \_\_\_\_\_ Jag ID \_\_\_\_\_

Semester \_\_\_\_\_ E-mail \_\_\_\_\_

Please respond to each of the following and place this form at the front of your portfolio. Place your name on the spine of your portfolio binder.

1. Did you complete **all** requirements of the course? \_\_\_\_\_
2. If **not**, which were not completed and why? \_\_\_\_\_  
\_\_\_\_\_
3.  Did you attend all class sessions? \_\_\_\_\_
4. If you did not attend all sessions, how many did you miss? \_\_\_\_\_ Why were you absent?  
\_\_\_\_\_
5.  Did you complete 30 hours of in-school lab? \_\_\_\_\_
6. Did you include your lab time documentation form in the portfolio with lave teacher evaluation? \_\_\_\_\_
7. Did you complete all required Walker techniques in in-school lessons? \_\_\_\_\_
8. Did you complete all required hours of tutoring at the ASU Literacy Center? \_\_\_\_\_
9. Did you include the signed attendance form for the Literacy Center? \_\_\_\_\_
10. Did you leave a final evaluation form at the ASU Literacy Center for the evening Supervisor to complete \_\_\_\_\_
11. Did you include both model demo handouts? \_\_\_\_\_
12. Did you include an organized literacy assessment tools concept map? \_\_\_\_\_
13. How did you do on the midterm? \_\_\_\_\_
14. Did you include required documented hours of Intellectual Vitality? \_\_\_\_\_ If not, why not? \_\_\_\_\_
15. Grade expected from course \_\_\_\_\_ Justification: \_\_\_\_\_

In-School Lesson Plan

Date: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_

PBS:

Procedures (teacher/student):

Materials/Media/Technology:

Evaluation:

Revision Suggestions:

## PORTFOLIO ASSESSMENT RUBRIC

The following rubric (McLaughlin & Vogt, 1996) will be used for portfolio evaluation. Levels of the rubric and grade equivalents are listed below.

**4 = Exemplary:** All work in portfolio exemplifies the following attributes: Highly imaginative; demonstrates critical thought; unique; substantial application; goes above and beyond requirements; creative; demonstrates both breadth and depth; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort; \*Assignments which are exceptionally completed demonstrate that the student shows awareness of the task + gives explanations+ shows how the assignment may be adapted and modified. Such a student deserves to earn the grade of A, if in addition to the noted attributes, student has: active class participation as evidence by regular attendance, preparation, participation+ contribution to all class activities+ discussion including discussions of reading required and more...

**3 = Proficient:** All work in portfolio is well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed thoughtful and supported with ideas. \*Assignments which are thoroughly completed demonstrate that they student shows awareness of the task= gives explanations+ shows how the assignment applies to teaching/learning situation. Such a student deserves to earn a grade of B, if in addition to the noted attributes student has: active class participation as evidenced by regular attendance, preparation, participation+ contribution to class activities+ discussions, including discussions of reading required.

**2 = Adequate:** Portfolio meets minimum requirements; includes general information but lacks descriptive detail; some application to teaching; lacks in originality. \*Assignments which are adequately completed demonstrate that the student shows awareness of the task+ gives explanations. Such a student deserves to earn the grade of C, if in addition to the noted attributes; student participates in class as evidenced by regular attendance, preparation, participation including discussions of required readings.

**1 = Inadequate:** Missing evidence or information; sloppy or poorly organized; portfolio demonstrates only surface understandings; no evidence of application to teaching; poorly written or does not include rationale statement with follow-through. \*Assignments which are inadequately completed demonstrate that the student shows awareness of the task. Such a student deserves to earn the grade of D with attendance+ participation + readings completed.

A grade of F if students *fail* to meet course requirements and assignment guidelines, including mandatory DUE date, etc.



Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
 Course#: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Professor: Dr. Paulette Harris

Rating Scale

5= Exemplary Level- level of excellence/mastery  
 4=Proficient Level- level of competence  
 3=In Progress Level- approaching competence  
 2=Unsatisfactory Level- not competent at this time  
 1=Not Observed

QUALITY	RATING					SUGGESTION
	1	2	3	4	5	
Understanding of subjects						
Punctuality						
Dependability/Responsibility						
Attitude towards tutoring						
Interaction with other tutors						
Interaction with tutees						
Initiative/Resourcefulness						
Adapts tutoring to needs of diverse learners						
Provides developmentally appropriate tutoring						
Handles constructive criticism						
Interaction with supervisor						
Professional appearance						
Sense of humor/friendliness						
Confidentiality						
Poise						
Flexibility						

Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 Signature of ASU Literacy Center Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
  - A=excellent (90-100)
  - B=good (80-89)
  - C=fair (70-79)
  - D=poor (60-69)
  - F= unsatisfactory ( $\leq 59$ )
11. Dr. Harris may be contacted as follows
  - Office: University Hall # 309
  - Phone: (706)-729-2045 (voicemail)
  - E-mail: [pharris@aug.edu](mailto:pharris@aug.edu)

END OF THE COURSE SELF-REFLECTION

Course: \_\_\_\_\_

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ JAG ID # 927 \_\_\_\_\_

Please respond to each of the following statements and place this form at the front of your portfolio.

1. Have you placed your name and course # on the spine of your portfolio binder? \_\_\_\_\_
2. Did you include a title page and a table of contents for your portfolio, with pages noted for each major assignment? \_\_\_\_\_
3. Did you complete **all requirements** of the course? \_\_\_\_\_
4. If you did **not** complete all requirements, which assignments were not completed?

\_\_\_\_\_

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\_\_\_\_\_

—

5. Why were any assignments noted in #3 not completed?

\_\_\_\_\_

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\_\_\_\_\_

—

6. Did you proof all of your work? \_\_\_\_\_
7. Did you place required assignments into Live Text? \_\_\_\_\_
8. Did you complete all assignments by due date? \_\_\_\_\_
9. What **GRADE** do you feel you earned in this course based on your self-reflection of this course? \_\_\_\_\_
10. What are your justifications for this grade (must be very specific as to assets and deficits)?

\_\_\_\_\_

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\_\_\_\_\_

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11. What other pertinent information related to coursework completion should Dr. Harris know?

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**STUDENT INFORMATION**

**Course #** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

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**Phone Number** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Other information Dr. Harris needs to know:**

Remarks: _____
Signature of ASU Literacy Center Supervisor: _____ Date: _____