Dr. Pam Fernstrom Chaney
Office: SH 518  Phone: 765-4264
Credit: 3 semester hours

In-Class Office Hours
Monday - Thursday: 11:50 – 12:20; 4:30 – 5:00
E-mail: Angel or pjfernstrom@una.edu

Course Prerequisite: Admission to graduate studies

Course Description: Study of methods and techniques useful in the development and implementation of individualized reading programs for students with disabilities.

Required Text:
• Carnine, D., Silbert, J., Kame’enui, E, & Tarver, S. (2010). Direct Instruction Reading. 5th ed. Merrill
• Big Ideas in Beginning Reading – http://reading.uoregon.edu/
• LiveText.com – Purchase a membership through the website or the book store.
• Content on Angel – Go through UNA Portal and click on My Classes.

Course Standards & Objectives:
All requirements of EEX 617 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 617 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standard will be evaluated in EEX 617. Candidates must demonstrate:

<table>
<thead>
<tr>
<th>Conceptual Framework (CF)</th>
<th>AL Code #</th>
<th>Standard</th>
<th>Evidence / How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.34-(2)(g)2(i) AL General Rules for All Special Education Teaching Fields</td>
<td>Knowledge of the five core components of a research-based reading program: phonological awareness, alphabetic principle or phonics, fluency, vocabulary, and comprehension.</td>
<td>Tests 1 &amp; 2 / LiveText Rubric</td>
</tr>
</tbody>
</table>

In addition to the following Alabama standards students will also demonstrate the following additional knowledge and skills by being able to:

1. pronounce the most common sounds of letter(s) when presented with corresponding graphemes.
2. identify and apply phonic analysis skills through activities/tests and by sight-reading nonsense words.
3. teach an explicit reading lesson.
4. compare and contrast current materials to teaching reading that prevent and remediate problems in word recognition, phonic analysis, structural analysis, contextual analysis, and comprehension.
5. identify the criteria for selecting materials for reading interventions.
6. discuss current literature pertaining to the reading instruction of students with disabilities.

Course Requirements:

1. In this class you are expected to act in a professional manner at all times.
2. “Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit” (UNA Bulletin).
Part of your grade is based on your participation in-class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (for yourself) or are participating in a UNA-sponsored event (notice received from UNA administration). Doctor's excuses must be presented in the professor’s office and a request is made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only ONE excused absences. Submitting a doctor's excuse does not mean you automatically receive the class participation points. Five absences will result in an automatic grade of “F”. An appropriate number of points will be deducted for being tardy and leaving class early. Three tardies will equal one absence.

- **No tests** will be administered early or late unless it is an emergency and prior personal contact is made with the instructor (voice and e-mail messages are not acceptable). **Make-up exams** will be available only to students who have an excused absence and should be taken before returning to class. These make-up tests may be an alternate form (all essay) or comprehensive.

- If you are absent when an assignment is due, the **assignment** must be turned in before or prior to the next class session after an excused absence. Points will be deducted for late assignments (1/5 of the total number of points will be deducted each day an assignment is late, including weekends if the assignment can be submitted electronically). If you are going to submit an assignment after the due date and a hard copy is requested, you are required to turn in a piece of paper with your name on it.

- Assignments/tests will be due/administered during the next class session if UNA is closed unexpectedly.

- Class participation points will be awarded for appropriate behavior (being in class, on time, on-task, having class materials [text, class handouts from Angel, and handouts distributed by the professor], and answering questions correctly).

- **Please take your hats/sunvisors off at the door!** Cell phones should be placed on silent prior to class and will not be allowed out of your bag, etc. unless you have a family emergency and you let me know before class begins. No IPODS or ear pieces will be allowed to be worn during class. If you choose to use a laptop in class you may be asked to provide proof of your notes taken during class immediately after class. Points will be deducted for failing to comply with any of these behaviors.

3. Read assigned text and supplemental reading material prior to class.

4. Final drafts of all products should be typed and submitted as requested in class (hard copy and/or electronically [LiveText]). If a hardcopy is requested only an original copy may be submitted to the instructor. Students should make or keep an electronic copy of each product before submitting it to the instructor on the specified date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments.

5. This is a hybrid class (online and in-class). Part of your grade is based on your adherence to class deadlines, participation in class and/or team discussions, and electronic and in-class assignments. The electronic assignments will require a good connection to the internet.

**Grading Criteria:**

- Tests 49%
- Class participation 9%
- Application assignments & homework 42%

**Point equivalent for grades**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>You may lose up to</th>
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<tbody>
<tr>
<td>A (100 - 93%)</td>
<td>530 - 490 points</td>
<td>40 points</td>
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<tr>
<td>B (92 - 84%)</td>
<td>489 - 443 points</td>
<td>87</td>
</tr>
<tr>
<td>C (83 - 75%)</td>
<td>442 - 395 points</td>
<td>135</td>
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<tr>
<td>D (74 - 65%)</td>
<td>394 - 342 points</td>
<td>188</td>
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<tr>
<td>F (64% and below)</td>
<td>341 and below</td>
<td>189 or more</td>
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A professional subjective judgment will be made on all work attempted in this class.
UNA Accommodation Statement: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Course Content:

I. Overview and research on reading instruction
   A. Classroom instruction
   B. Direct instruction
   C. Models of reading instruction
II. Using research-based commercial materials for RtI interventions & delivery of special education services
III. Beginning reading instruction
   A. Phonological awareness skills
   B. Alphabetic principle (letter-sound correspondence)
   C. Sounding out regular & nonsense words
   D. Sight-word reading
   E. Irregular words
   F. Vocabulary and language skills
III. Decoding instruction
   A. Phonic analysis
   B. Structural analysis
   C. Contextual analysis
   D. Passage reading
IV. Comprehension
   A. Vocabulary instruction
      1. examples, synonyms, and definitions
      2. contextual analysis
      3. dictionary usage
      4. morphemic analysis
   B. Specific skills for the primary level
      1. literal comprehension
      2. sequencing
      3. summarization
   C. Specific skills for the intermediate level
      1. inference
      2. sentence structure
      3. critical reading
   D. Narrative-comprehension strategies
      1. story selection
      2. advanced story-reading comprehension strategy
   E. Direct Instruction in content-area reading
      1. characteristics of expository text
Assignment Details:

1. **Tests:** Two tests will be administered and will consist of objective, specific skills, essay, and application test items. Each test will be worth 100 points. Three probes of specific skills will also be administered to measure your knowledge of decoding skills. These probes will be worth a total of 60 points and may be combined with one of the major tests. **Dates** for skill tests will be **announced the day before** they will be administered. Skill tests will be administered during the **first five minutes** of class and may be made up if your absence is excused. If you are late, you must take the test at 11:40 on the day it is administered.

2. **Class participation:** During each of the class sessions you will be expected to participate in class discussions and group activities. You may be asked oral questions, work with peers, or complete individual written assignments based on your reading assignments. You will be evaluated on your overall daily performance and may receive 0-4 points based on this performance. The total number of possible points is 48. See page 2 of syllabus for expected class behavior.

3. **Homework/Modules:** There will be daily homework assignments that require the application of skills studied in class. Many of these will be collected and graded. **Please complete homework in pencil or black pen and bring a contrasting colored pen to class each day.** You will also be given electronic modules and/or homework and/or participate in electronic class/team discussions on Angel. You will be asked to post responses to specific questions/scenarios, share with your peers, and/or problem-solve individually or with others, and submit your findings. These discussions will be based on your class readings and/or your personal research. You will be evaluated on the overall quality of your submissions. These assignments will be worth a total of 133 points.

4. **Articulation of sounds/nonsense words:**
   a. **Sound pronunciation:** You will make an appointment with the instructor to correctly pronounce the most common sounds for letter(s) as demonstrated in class. You will be audiotaped for a better evaluation of your performance. The professor has a copy of the sounds that is available for check-out. The maximum number of points is 44 points.
   b. **Sight reading of nonsense words:** You will make a second appointment (this may be combined with your other appointment) to sight-read nonsense words using the most common sound for individual letters/letter combinations. The maximum number of points is 15.

5. **Peer teaching:** You will be assigned a format from the textbook to teach to the class. Since these formats are scripted, your evaluation will be based on your adherence to the script, using signals, presentation of visual material (if applicable), and correction of errors made by your students. These lessons will be scheduled 1-2 class days prior to your presentation. The lesson will be audiotaped (on your personal audiotape) and you will write an evaluation of your performance. This evaluation and the audiotape are due 2 class days after you teach. Peer evaluations will be requested of the class as well. You should make an appointment with the instructor if you have any questions concerning this assignment. The maximum number of points is 30.

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**Class Honor Code & Syllabus Statement**

I have received a copy of the syllabus for **EEX 617**. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Standards Updated 4/12
I understand that **EEX 617** works on the honor system. Therefore, I will not discuss test items with individuals at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

**Evaluation Points:***

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<tr>
<th>Assignment</th>
<th>Total Possible Number of Points</th>
<th>Number of Points Earned</th>
<th>Number of Points Lost</th>
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<tbody>
<tr>
<td>Test #1</td>
<td>100</td>
<td></td>
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<tr>
<td>Test #2</td>
<td>100</td>
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<tr>
<td>3 Specific Skills Tests: (60 pts. Total)</td>
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<tr>
<td>- Consonant Blends, Continuous/Stop Sounds, &amp; Consonant Digraphs</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>- Single Vowels, Digraphs, &amp; Diphthongs</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>- Structural Analysis</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most Common Sounds</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonsense Words</td>
<td>15</td>
<td></td>
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<tr>
<td>Peer Teaching/reflection</td>
<td>30</td>
<td></td>
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<tr>
<td>Class Participation</td>
<td>48</td>
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<tr>
<td>Homework (133 Total Pts.) &amp; Modules</td>
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Standards Updated 4/12
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.