

## Instructor/TA Info

### Instructor Information

**Name:** Shauna Raby

**Office Location:** Teacher Education

**Email:** shaunarraby@gmail.com

**Name:** Carrie Eichelberger

**Office Location:** 340-C MCKB

**Office Phone:** 801-422-1690

**Email:** carrieic@byu.edu

## Course Information


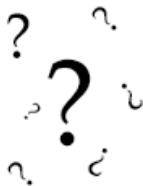
### Description

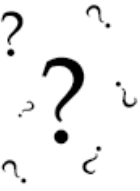
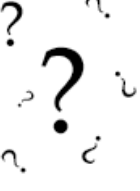
In this course, we will explore the nature of reading and writing with a special emphasis on effective instructional practices to meet the needs of all learners, while respecting diversity. CPSE 430 students will learn to become thoughtfully adaptive teachers of literacy meanwhile engaged in both a professional learning community as a class and partnership amongst the local elementary schools. CPSE 430 students will learn practical and hands-on approaches for teaching reading and writing to students with disabilities. CPSE 430 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific assessment and teaching strategies learned throughout.

### Prerequisites

Admission to Special Education Major or licensure program.

### Materials

	Item	Price (new)	Price (used)
	<u>PACKET CPSE 430 TRI Kit Paper Items - Required</u> by Cutrer, E	22.50	
	<u>Comprehensive Reading Intervention in Grades 3-8 - Required</u> by Gelzheiser, L	37.00	27.75

	<u>Strategies That Work 3e - Required</u> by Harvey, H	52.00	39.00
	<u>Words Their Way 7e - Required</u> by Bear, D	66.65	50.00

## Learning Outcomes

### Assessment for planning and instructing reading.

1. Assess individual student learning needs for reading and language arts to create IEPs and plan instruction.

### Core curriculum for reading and language arts

2. Plan effective core curriculum instruction to meet individual student needs.

### Instruction for reading and writing

3. Demonstrate effective instruction for reading and writing.

### Progress monitoring for reading and writing

4. Demonstrate the use of progress monitoring data to make instructional decisions.

## Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Grading Policy

All assignments are graded on a 100% scale. A grade of 90% or higher is considered an A, 80% or higher is considered a B, 70% or higher is considered a C, 60% or higher is considered a D, and 50% or higher is considered an E.

All grades will be rounded (e.g., 89.50% is calculated as 90%)

## Participation Policy

Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, responding to them and reflecting on them, and participating (with a capital P) in-class activities and discussions. For EACH class please bring either a hard copy of the assigned readings or download it to your electronic device before class due to questionable internet access. Keep in mind, you are expected to participate professionally throughout the class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note-taking or completing in-class assignments. In other words, you may use your computers for taking notes during the lecture portion of the class. You may also use your computer for in-class activities where I invite you to use them. At all other times, your computer should be closed. Cell phones should not be out during class at any time.

## Attendance Policy

You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind, the following attendance policy has been adopted for this course. It's expected that you're on time, stay the entire time and attend every class session.

## Assignments

### Assignment Descriptions

#### Literacy Learning Preferences Project

Jan

30

Due: Monday, Jan 30 at 11:59 pm

Considerations of motivation and engagement for secondary students' literacy learning is underutilized. This project you must include:

1. A literacy preference survey (5 points) submit in LSreading survey for adult students.docx [Download \(plugins/Upload/fileDownload.php?fileId=ae03135b-boPE-hVLT-5VmQ-5Ja8c15ce711&pubhash=v4FDUcP2wky5HfD0\\_6khE\\_NZg8svPP4jiGIX9q\\_h11WjWS-HOUROsYBiPeWecFP7rMRziMI1FF8sCJe-VhV8fA==\)](#)  
[Student reading\\_interest\\_survey.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=783b487c-w9zw-uPjA-iDP2-2X42228bee2c&pubhash=g9h0MaVtMUGL2r94ytjoF9LCOHZklj\\_K7J9z6rILk\\_vfnnoPf-JY1Afa3YOnoulJhwTLyX-yPdEslPsE\\_NeeQ==\)](#)
2. The Interviews- you will interview 2 people and ask them the above questions. One interview will be with a person of a different gender than you. Also, you will interview a person from a different racial or ethnic group than you.
3. Your Literacy Autobiography may include the following:

1. The Self-Reflection (2-3 pages 10 points) – please include:

- A time line of when you learned to read to the best of your memory.
- A time line of when you learned to write to the best of your memory.
- How did you learn to read and write?
- What activities (if any) did you engage in at your home that supported your reading and writing development?
- Did reading and writing come easily? Explain how and why?
- Was learning to read and write difficult? Explain how and why?
- List favorite books.
- Did you visit the library outside of school growing up? Explain.
- What is your experience in working with students who struggle in reading and writing?
- What do you think are the best ways (strategies) to teach a struggling reader to read? Struggling writer to write? Why?
- Remember to give background information to give reader some context (This is where you include major reading/writing milestones, age, grade, memories of teachers and/or parental support during this process?)
- 2. The Summary (2-3 pages, 10 points)
  - Synthesize and summarize information you collected in steps one and two.
  - Compare and contrast the information you collected from your interviews and your self-reflection.
  - Include a section reflecting on why you have been asked to complete this assignment for this class. What insights have you discovered, include insights into motivation and preferences?
  - How will you use the information you have discovered in your work as a special educator?
  - a description of some of the elements of culturally responsive teaching (such as a funds of knowledge assessment) (5 points) and,
  - evidence that you have considered your own literacy learning privileges and or challenges by completing a literacy autobiography and comparing it with others (10 points).

Be prepared to share in class. (15 points)

5-10 minute presentation using slides, handouts or artifacts that illustrate your and/or the persons you interviewed literacy experiences. Also, cover what you have learned about motivation and engagement from this activity.

### Comprehension Project

Feb

Due: Monday, Feb 27 at 11:59 am

For this project you will demonstrate basic knowledge of all the factors that contribute to reading comprehension:

1. Oral Language Proficiency
2. Word Reading Accuracy
3. Reading Fluency
4. Background Knowledge and Vocabulary
5. Knowledge of Literary and Content Area Text Conventions, and
6. Use of Reading Comprehension Strategies.

In addition, you will examine, design, adapt, implement, and evaluate evidence-based, instructional approaches to comprehension instruction, including modeling metacognitive strategies and choosing appropriate texts for instruction.

What to include:

- Define and describe comprehension and its importance in literacy.
- File for each skill set in comprehension (1. oral language proficiency, 2. word reading accuracy, 3. reading fluency, 4. background knowledge and vocabulary, 5. knowledge of literary and content area text conventions, 6. use of reading comprehension strategies.)
- Include a brief summary (4 sentences/bullet points or less) that explain each skill and its foundation in literacy development.
- For each skill set, provide a lesson plan/instructions for one learning activity that can be used to grow that skill. Instructions should be functional and include a list of required supplies— a paraeducator or parent should be able to read the instructions and execute the activity with fidelity.
- Include any supplies you would need for the activities-- a list **and** a picture of the supplies you have collected for this activity.

Examples of photos of materials: CPSE 430 Comprehension Assignment.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e55b1547-iYdD-Okww-XMCm-3Seed107a772&pubhash=9eD\\_bB7kkSNNYfWpMIPigR89vysE4unrDub2e\\_yX4C9\\_0HbGsFad4P1DLV7KVqdfAAE72!SRtw==\)](#)

**Rubric:**

# Comprehension Project

		Score
Skills (48 pts)	1. Defines and describe comprehension and its importance in literacy. Identifies the 6 main skills (2 pts for each skill)	
	2. Describes the importance of each skill succinctly (3 pts each)	
Activity File (72 pts)	Each of the 6 activities should include:	
	1. Clear instructions or lesson plan (2 pts per activity)	
	2. Supply List ( 2 pts per activity)	
	3. Picture of the supplies (2 pts per activity)	
	4. Correctly match activity to the skill. (2 pts per activity)	
Conventions (30 pts)	1. Organized effectively	
	2. Fewer than 3 grammar, punctuation or spelling errors.	
	3. References sources when quoting or referencing others' ideas or work.	
	<b>Total</b>	

## TRI Green 1 Video

Mar

18

Due: Saturday, Mar 18 at 11:59 pm

You will submit a recording of you teaching the following activities with a human:

Segmenting Words

Read Write make

Diagnostic Map

## Rubric for TRI Green (a) Videos

Activity	Target Behaviors	Points
----------	------------------	--------

<p>Segmenting Words (5 words- one for each pattern) 40 pts</p>	<ul style="list-style-type: none"> <li>• Introduce the vowel pattern</li> <li>• Talk about the word (Strive for 5)</li> <li>• Teacher asks for the sounds</li> <li>• Student says the sound and pulls it down</li> <li>• Teacher covers letters when student is not picking the letter that matches the sound</li> <li>• Student checks the sounds and says the word</li> <li>• Teacher provides positive praise</li> <li>• Teacher uses green letter tiles for vowel patterns</li> </ul>	<p>20 points if the teacher consistently does each step in the process</p> <p>15 points if the teacher demonstrates each piece correctly at least once</p> <p>10 valiant attempt, yet incorrectly done every time</p>
<p>Read Write Make (3 irregular sight words) 35 pts</p>	<ul style="list-style-type: none"> <li>• Teacher uses alphabet letter shapes (magnet or not)</li> <li>• Teacher sets up white board in 3 rows</li> <li>• Teacher uses permanent irregular sight words</li> <li>• Student reads the word</li> <li>• Student writes the word and uses <b>letter names</b></li> <li>• Student organizes the alphabet letter shapes to make the word and says the letter names</li> <li>• Student reads the 3 words</li> <li>• Teacher provides praise</li> </ul>	<p>20 points if the teacher consistently does each step in the process</p> <p>15 points if the teacher demonstrates each piece correctly at least once</p> <p>10 points valiant attempt, yet incorrectly done every time</p>

40 points total

### Diagnostic Map - Green

Mar  
25

Due: Saturday, Mar 25 at 11:59 pm

**TRI Green 2 Video**

Mar

25

TRI Green video 2 will focus on the following activities:

Sort Write Say, Word Division, Guided Oral Reading & Search for the Sound.

**RUBRIC for Green TRI Video (b)**

Sort, Write Say (2 words)	<ul style="list-style-type: none"> <li>• Review vowel pattern</li> <li>• Student reads the word</li> <li>• Talk about the word (Strive for 5)</li> <li>• Student sorts the word by vowel pattern</li> <li>• Student writes the word on the Sorting Page</li> <li>• Student says the sounds aloud as they write</li> <li>• Student reads all the words</li> <li>• Teacher provides positive praise</li> </ul>	<p>10 points if the teacher consistently does each step in the process</p> <p>8 points if the teacher demonstrates each piece correctly at least once</p> <p>5 valiant attempt, yet incorrectly done every time</p>
Word Division (2 words)	<ul style="list-style-type: none"> <li>• Teacher writes a long vowel word</li> <li>• Student underlines each sound</li> <li>• Student says sound as they underline</li> <li>• Talk about the word (Strive for 5)</li> </ul>	<p>10 points if the teacher consistently does each step in the process</p> <p>8 points if the teacher demonstrates each piece correctly at least once</p> <p>5 points valiant attempt, yet incorrectly done every time</p>
Diagnostic Map	<ul style="list-style-type: none"> <li>• Filled out completely (for the work being done)</li> <li>• Words selected before lesson</li> <li>• Teacher is prepared with all supplies before beginning the lesson</li> </ul>	5 points



Guided Oral Reading	<ul style="list-style-type: none"> <li>• Select passage that maps onto the TRI level (long vowel words for green- bonus should match up with the vowel pattern practiced in word work)</li> <li>• Teacher asks a prediction question</li> <li>• Teacher scaffolds with (blend as you go)</li> <li>• Teacher provides praise</li> <li>• Teacher incorporates search for the Sound</li> <li>• Limits time reading to 3 minutes (for this video limit time...real life 5 minutes ish)</li> </ul>	<p>10 points for following each step</p> <p>8 points for including all but 1 component of guided oral reading</p> <p>5 points- missing more than one component of guided oral reading</p>
Search for the Sound	<ul style="list-style-type: none"> <li>• Reading a text with matched to the TRI level</li> <li>• Student looks for the target sound in the book and “marks it”</li> <li>• Teacher picks a phrase that has the target vowel pattern</li> <li>• Teacher writes the phrase on a note card</li> <li>• Student practices reading it with expression</li> <li>• Teacher signs back of the card</li> <li>• Teacher provide instructions for taking it home and reading to others</li> <li>• Teacher provides praise</li> </ul>	<p>10 points for following each step</p> <p>8 points for including all but 1 component of guided oral reading</p> <p>5 points- missing more than one component of guided oral reading</p>

### Chapter Discussion Leader

Mar  
27

Due: Monday, Mar 27 at 11:59 pm

For this assignment, you will create a slideshow chapter summary for the chapter in *Comprehensive*

*Reading Intervention in Grades 3-8* which you selected to be the discussion leader.

At the beginning of the class period for which you signed up, you will lead a discussion (10-15 mins.)

about the chapter using your slides.

Please include the 2-3 questions you will ask the class to generate interest and involve the class in the discussion in your LS submission (as part of slideshow).

Please upload your slides into LS prior to your presentation.

Points -

Presentation of Summary: 20

- Engaging
- Accurate
- Focused on most important points
- Opportunities for discussion

Questions for Other Students & Discussion: 10

Slide Show: 5

### **Building Sight-word Vocabulary Project**

---

Mar

27

Due: Monday, Mar 27 at 11:59 pm

---

For this project, you will provide evidence of understanding of building sight vocabulary. You will provide evidence of explicit sight-word vocabulary instruction and understanding of the role of vocabulary breadth, depth, and levels of word knowledge. In addition, you will also identify, design, implement and evaluate evidence-based instructional approaches for direct vocabulary instruction for secondary learners.

What to include:

- Define and describe sight-word vocabulary and its importance in literacy.
- Create a file for each skill set in sight-word vocabulary instruction: 1. Word Identification Strategies (Gelzheiser, chapters 5 & 6), 2. High-frequency Word (Gelzheiser, chapter 7), 3. Decoding Elements (Gelzheiser, chapters 8 & 9)
- Include a brief summary (4 sentences/bullet points or less) that explains that skill and its foundation in literacy development.
- For each skill set, provide instructions for 1 learning activity that can be used to grow that skill. Instructions should be functional and include a list of required supplies— a paraeducator or parent should be able to read the instructions and execute the activity with fidelity.
- Include a list of supplies you would need for the activities.

## Project Rubric

		<b>Scores</b>
Skills	1. Identifies the <b>3</b> main skills: Word Identification Strategies, High-frequency Word Instruction, Decoding Elements (3 pts for each skill)	
	2. Describes the importance of each skill succinctly (4 pts each)	/12
	Each of the <b>3</b> activities should include:	
Activities	1. Clear instructions (2 pts per activity)	/6
	2. Supply List (2 pts per activity)	/6
	3. Correctly match activity to the skill. (2 pts per activity)	/6
Conventions (20 pts)	1. Organized effectively	/5
	2. Fewer than 3 spelling errors	/5
	3. References sources when quoting or referencing others' ideas or work.	/5
	<b>Total</b>	<b>/45</b>

## Diagnostic Map - purple

Apr

01

Due: Saturday, Apr 01 at 11:59 pm

## TRI Purple Video

Apr

01

Due: Saturday, Apr 01 at 11:59 pm

Submit a video of you working with a human on:

- Segmenting Multi-syllable Words ( 2 words) in Purple (10 points)

- Read Write and Say (2 words) by Chunk (10 points)
  - Word Division (2 words) by Chunk (10 points)
  - A PURPLE Diagnostic Map (5 points)
  -
- Do NOT need to do Read, Write, Make or Adaptive Interactive Writing or TRI Writing or Guided Oral Reading

## Materials

Apr  
08

Due: Saturday, Apr 08 at 11:59 pm

Student has appropriate materials....

Prepared TRI kit

Please submit a picture of your TRI kit. If you use an apple device, please save your file as a jpeg or paste your picture in a word/google doc. (LS does not recognize heic files)

## Final Project

Apr  
15

Due: Saturday, Apr 15 at 11:59 pm

Sign Up (<https://docs.google.com/document/d/1KeFVr02xQ5A7FJ8OomgnkwKcjfZ39WgtlILyF4OIAAc/edit?usp=sharing>)

DUE: April 15, 2020, submit to Learning Suite (LS) by 11:59 pm.

\*\*\*\*Work with a partner or on your own. Your choice!\*\*\*\*

You are a first-year special education teacher at Olive Mountain Middle School. Your principal has assigned you to meet with the Seventh Grade team for their planning meetings. You are excited because you know how critical it is for students to learn to read.

However, when you attend the first meeting, you notice that one teacher named Mark continues to be the naysayer about students with reading learning disabilities. Mark tells the entire group that new ideas about reading will not work, that nothing has worked with these students in the past. Mark then adds that the parents of the school do not care and will not show up to school events. As this teacher pauses, another teacher named Joanna shares that she believes all of the students with reading disabilities in her seventh-grade class are beyond help. Joanna says she has given up on them. Joanna suddenly turns to you and says – “wait – you just graduated with your degree and special education. What are your ideas about teaching reading?” Mark – pipes up and invites you to teach his seventh-

grade reading class instead of him going through the "motions" of it by giving his students with reading disabilities worksheets to keep them quiet.

Laticia, the seventh-grade team leader, who has been an ally for you in the first weeks of school addresses the other teachers and reminds them to stop giving the new teacher a hard time. Laticia responds to Mark by saying you will not be teaching his class. Laticia also reminds Joanna not to put you on the spot. Just as you take a deep breath as a sigh of relief, Laticia turns to you and says:

“While we don’t want to put you on the spot, we *would* like to understand better how to teach seventh-grade students with learning disabilities how to read. Next Friday, I would like for you to present a training covering the basics of reading instruction for students with disabilities. Before we do anything else, I want to make sure our team understands the foundations of reading for students with reading disabilities.”

#### YOUR JOB- ALONE OR WITH YOUR PARTNER:

1. Create a PowerPoint or Google slide show training you would provide.
2. There should be no more than 20 slides.
3. You will provide a background of the importance of reading instruction for students with reading disabilities. (1-3 slides)
4. You will also provide information regarding the foundational components of reading instruction for students with reading disabilities. (1-3 slides)
5. You will provide detailed information on ONE of the strategies for literacy instruction that we covered in class. (2-4 slides)
6. You will provide several ways to help motivate secondary students (1-3 slides)
7. You will provide information on what to do if the strategy isn't working (1-3 slides)
8. You will provide a conclusion that includes your own theoretical beliefs about teaching children with learning disabilities to read. (1-2 slides)

Be sure to:

1. Reference evidence-based practices
2. Create a visually engaging presentation
3. Provide citations/references/links to materials

Grading Rubric:

Criteria	Points Earned	Points Possible

Provide a background of the importance of reading instruction for students with reading disabilities		<b>10</b>
Provide information regarding the foundational components of reading instruction for students with reading disabilities.		<b>10</b>
Provide a sample strategy for reading instruction		<b>10</b>
Provide ways to motivate secondary students		<b>10</b>
Provide information on what to do if the strategy isn't working		<b>10</b>
Provide a conclusion that includes your own theoretical beliefs about teaching children with learning disabilities to read.		<b>10</b>
Reference evidence-based practices		<b>10</b>
Create a visually engaging presentation		<b>10</b>
Provide citations/references/links to materials		<b>10</b>
<b>TOTAL</b>		<b>90</b>

You will present your slides in class, 15-20 minutes.

You will submit your slide presentation into LS.

### In-class Learning Activities

Apr

17

Due: Monday, Apr 17 at 11:59 pm

Throughout the semester we will be doing some in-class learning experiences that will require submitted work.

As we go through the semester, these assignments will be clarified and points given to each assignment and taken away from this pool of points.

#1 IRIS module - Content Area Literacy (5 points)

#2 The Science of Reading: Making Sense of Research (5 points)

Read journal article and write a 3 paragraph summary

#3 Discipline-specific Content Activities (5 points)

Teach the assigned topic to the class

#4 SRSD Task 1 Upload screenshot of self-assessment score (5 points)

#5 SRSD Task 2 - Partner Teach Class (5 points) - Alternative: submit screenshot of self-evaluation Task 2

#6 SRSD Task 5 & 6 Completed the modules with a partner and take the assessments.

## Student Course Evaluations

Apr  
19

Due: Wednesday, Apr 19 at 11:59 pm

You can receive 10 pts extra credit if you complete the student course evaluation. Just write "done" or "complete" in the comments in this assignment in Learning Suite after you finish the evaluation.

## Attendance & participation

Apr  
19

Due: Wednesday, Apr 19 at 11:59 pm

Points for this section will be given for all the classes with particular emphasis for participation in the SRSD training. Expectations include:

- Focused on learning videos & activities
- Participate in activities
- Attendance for each of the classes

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of the academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is

substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing

impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity>. (<https://hrs.byu.edu/equal-opportunity>) for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspective and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](https://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### **Plagiarism**



Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting as one's own individual work without proper attribution is a serious form of plagiarism.

### Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### Schedule

Date	Topic	Reading
Week 1		

M Jan 09 Monday	Introductions	<b>Readi</b> Course
W Jan 11 Wednesday	<p>Asynchronous -</p> <p>Do the IRIS Literacy in the content area module:  <a href="https://iris.peabody.vanderbilt.edu/module/sec-rdng/#content">https://iris.peabody.vanderbilt.edu/module/sec-rdng/#content</a></p> <p>Be sure to watch the videos in the module.</p> <p>Submit responses to "Assessment" in LS under In-class Learning Activities. This assignment is worth 5 points.</p>	
Week 2		
M Jan 16 Monday	<b>Martin Luther King Jr Day</b>	

W Jan 18 Wednesday	Motivation & Preference	<p><b>Readi</b></p> <p>Chapt Respo Indepe</p> <p><b>Discu</b></p> <p><b>Thoug</b></p> <p><b>Praye</b></p> <p>Chapte Gelzhe</p> <p><b>Readi</b></p> <p>Chapt Motiv</p> <p><b>Discu</b></p>
Week 3		
M Jan 23 Monday	<p>Science of Reading (SOR)</p> <p>The Science of Reading- Making Sense of Research.pdf <a href="#">Download</a></p>	<p><b>Readi</b></p> <p>Chapt Comp</p> <p><b>Discu</b></p> <p><b>Thoug</b></p> <p><b>Praye</b></p>
W Jan 25 Wednesday	Time to work on Literacy Preferences Assignment	<p><b>Readi</b></p> <p>Strateg</p> <p>Use cl</p> <p>Learnir</p> <p>Monda</p>

F Jan 27 Friday		
Week 4		
M Jan 30 Monday	Literacy Preferences Presentations	<p><b>Readi</b></p> <p>Chapt Know</p> <p><b>Discu</b></p> <p><b>Thouq</b> <b>Praye</b></p>
W Feb 01 Wednesday	<p>Literacy Preferences Presentations (cont.)</p> <p>SOR (cont.)</p> <p>The Science of Reading- Making Sense of Research.pdf <a href="#">Download</a></p>	<p><b>Readi</b></p> <p>Strateg (SKIM)</p> <p><b>Thouq</b> <b>Praye</b></p>
Week 5		
M Feb 06 Monday	<p>Dyslexia - Definition, Assessment, Interventions</p> <p>RulesSpecialEducationReportNovember2022-3.pdf <a href="#">Download</a></p> <p>USBE Dyslexia <a href="#">Handbook</a></p> <p>TEACHER CHECKLIST FOR DYSLEXIC BEHAVIORS.pdf <a href="#">Download</a></p>	<p><b>Readi</b></p> <p>Strateg</p> <p><b>Thouq</b> <b>Praye</b></p>

W Feb 08 Wednesday	Vocabulary  Steps for Teaching Vocabulary.doc <a href="#">Download</a>  Core Vocabulary.pdf <a href="#">Download</a>	<b>Readi</b> Chapt Vocab  <b>Discu</b>  <b>Thou</b> <b>Praye</b>
F Feb 10 Friday		
Week 6		
M Feb 13 Monday	Targeted Reading Intervention (Purple) Discipline-specific Literacy Strategies	<b>Readi</b> Words Words  <b>Thou</b> <b>Praye</b>
W Feb 15 Wednesday	Disciple-specific Literacy (cont.)	<b>Read</b> Chap Fluen  <b>Discu</b>  <b>Thou</b> <b>Praye</b>
Week 7		
M Feb 20 Monday	<b>Presidents Day</b>	

T Feb 21 Tuesday	<p><b>Monday Instruction</b></p> <p>Discipline-specific Literacy Class Lessons (cont.)</p>	<p><b>In Cl</b></p> <p>Roehli Bohaty for imp compre 71(1),</p> <p><b>Readi</b></p> <p>Chapt Conce</p> <p><b>Discu</b></p> <p><b>Thoug</b></p> <p><b>Praye</b></p>
W Feb 22 Wednesday	Sight-word Vocabulary Project	<p><b>Readi</b></p> <p>Word:</p>
Week 8		

M Feb 27 Monday	<p>Background Knowledge</p> <p>Core Text Exemplars <a href="https://www.schools.utah.gov/file/fe061940-8817-4b1a-b87a-a371c31f286e">https://www.schools.utah.gov/file/fe061940-8817-4b1a-b87a-a371c31f286e</a></p> <p>Resources for Core: <a href="https://www.coreknowledge.org">coreknowledge.org</a></p> <p>Fluency - prosody Multidimensional Fluency Scale.pdf <a href="#">Download</a></p>	<p><b>Thou</b></p> <p><b>Praye</b></p>
W Mar 01 Wednesday	<p>Literacy Assessment</p> <p>Text Choice -</p>	<p><b>Readi</b></p> <p>Chapt Word</p> <p><b>Discu</b></p> <p><b>In-cla</b></p> <p>Steven change more ir Clinic,</p> <p><b>In-cla</b></p> <p>Fuchs, (2018). intensit 50(4),</p> <p><b>Thou</b></p> <p><b>Praye</b></p>

F Mar 03 Friday		
Week 9		
M Mar 06 Monday	<p>Targeted Reading Intervention (Green)</p> <p>Asynchronous Class - No on-campus instruction</p>	<p><b>Readi</b> Words</p> <p><b>Watch</b> <b>TRI 1</b> <a href="https://s/vhc">https:// /s/vhc</a></p>
W Mar 08 Wednesday	<p>Targeted Reading Intervention (Purple)</p> <p>Asynchronous Class - no on campus instruction</p>	<p><b>Readi</b></p> <ul style="list-style-type: none"> <li>• Cl</li> <li>• OI</li> <li>• an</li> <li>• Sl</li> </ul> <p><b>Watch</b> Beth M <a href="https://s/dvnc">https:// /s/dvnc</a></p>
Sa Mar 11 Saturday		
Week 10		



M Mar 13 Monday	Targeted Reading Intervention (Green)	<p><b>Readi</b></p> <p>Chapt High-</p> <p><b>Discus</b></p> <p><b>Thouq</b></p> <p><b>Praye</b></p>
W Mar 15 Wednesday	<p>Intensifying Instruction</p> <p>Taxonomy-Overview-Handout508.pdf <a href="#">Download</a></p>	<p><b>Readi</b></p> <p>Chapt Found Instru</p> <p><b>Discu</b></p> <p><b>Thouq</b></p> <p><b>Praye</b></p>
F Mar 17 Friday	<b>No Classes</b>	
Sa Mar 18 Saturday		
Week 11		
M Mar 20 Monday	<p>Building Sight-word Vocabulary Project Work Session</p> <p>On-campus</p>	<p><b>Readi</b></p> <p>Chapt Obser Decoc</p> <p><b>Discus</b></p> <p><b>Thouq</b></p>

		<b>Praye</b>
W Mar 22 Wednesday	Targeted Reading Intervention (Green 2 & Purple)	<b>Readi</b> Chapt Readi Respo <b>Discu</b>  <b>Thouq</b> <b>Praye</b>
Sa Mar 25 Saturday		
Week 12		
M Mar 27 Monday	SRSD (Writing unit) CPSE 430 SRSD Day #1.pdf <a href="#">Download</a> SRSD (Writing Unit)  The assignment is to take a screen shot of your self assessment for Stage 1 summary and submit it in LS under In-class assignments.	<b>Thouq</b> <b>Praye</b>
W Mar 29 Wednesday	SRSD - Stage 2	<b>Thouq</b> <b>Praye</b>  SRSD teach y
Sa Apr 01 Saturday		
Week 13		
M Apr 03 Monday	SRSD (Writing Unit) Stage 3 - Model It	SRSD  <b>Thouq</b> <b>Praye</b>

		<b>Prayer</b>
W Apr 05 Wednesday	SRSD (Writing Unit) Stage 4 - Memorize It	Uncom 1.pdf
Sa Apr 08 Saturday		
Week 14		
M Apr 10 Monday	SRSD (Writing Unit) Stage 5 Support It Stage 6 Independent Performance	SRSD  <b>Thought Prayer</b>
W Apr 12 Wednesday	No on-campus class - time to prepare final presentations	
Th Apr 13 Thursday		
Sa Apr 15 Saturday		
Week 15		
M Apr 17 Monday	Final Project Presentations	<b>Prayer</b>
W Apr 19 Wednesday	<b>Last Day of Class</b> Final Project Presentations  We will not use the designated final time. The final for this class is the individual/partner project presentations.	<b>Thought Prayer</b>
Week 16		
M Apr 24 Monday	<b>Final Exam Day</b>	