

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

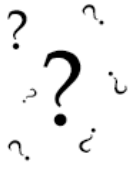
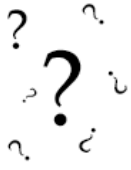
In this course, we will explore the nature of reading and writing with a special emphasis on effective instructional practices to meet the needs of secondary learners, while respecting diversity. CPSE 430 students will learn to become thoughtfully adaptive teachers of secondary literacy while engaged in both a professional learning community as a class and partnership amongst the local schools. CPSE 430 students will learn practical and hands-on approaches for teaching reading and writing to students with disabilities at the secondary level.

CPSE 430 students will actively participate in lectures, demonstrations, discussions, and also work with secondary students to implement specific assessment and teaching strategies learned throughout.

### Prerequisites

CPSE 425 or permission from the instructor.

### Materials

Item	Price (new)	Price (used)
 PACKET (W24) TRI Kit Paper Items - Required by Cutrer, E	22.50	
 Comprehensive Literacy for All - Required by Erickson, K	39.95	30.00

### 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	95%

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

### Grading Policy

Turn in assignments on time. Any late assignments will receive a 50% deduction and must be turned in before the end of the semester.

### Participation Policy

Please participate in class discussions. Reading the book and other readings is the best way to accomplish this goal.

### Attendance Policy

Class attendance is required. Students will receive 2 points per class. Attendance is worth 55 points total at the end of the semester. I generally do not do Zoom classes. If you have an extenuating circumstance that requires online classes, please let me know.

### Assignment Descriptions

#### Article Summaries

The purpose of completing article summaries is to understand research studies that contribute to our understanding of evidence-based practice. Summaries use the PICO model developed in medicine. PICO is an acronym for the following:

<b>P</b>	<b>I</b>	<b>C</b>	<b>O</b>
<b>Patient (in this case it refers to the student), Population (disability, age), Problem (reading problem).</b>	<b>Intervention (description of the intervention)</b>	<b>Comparison (what other alternatives are available?)</b>	<b>Outcome (What is the outcome of interest?)</b>

To complete an article summary you will do the following:

Read the article and attend to the following issues: P: who the participants are, including what their needs are.

I: what the intervention entails, what the steps are to implementing the intervention. C: what happens at baseline or pre-testing, the types of concurrent instruction are the students receiving. O: What is the outcome that is measured? What could also be measured?

Summarize the article in the following format (there is a worksheet on learning suite that you will use):

<b>Article Component</b>	<b>Summary</b>
Who are the participants in the article? Ages, disabilities, locations where the intervention took place, and what are their reading challenges exactly?	Your summary (include as much information as you can).
What is the intervention? Describe the intervention.	Your summary (include as much information as you can).
What is the comparison? Describe the baseline conditions, and include the information (if any) on concurrent reading instruction	Your summary (include as much information as

(i.e., what type of instruction was in place at the time of the study).	you can).
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What is the outcome? Describe what measures were used to evaluate the effects of the intervention. These are also called "dependent variables." What other measures could be used (if any)?	Your summary (include as much information as you can).
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There will be five article summaries and each is worth 20 points each.

### Intervention Book

For this assignment, you will create quick interventions you can use for various literacy problems. To do this, you will find an intervention, list an example goal, the behavior to be measured, baseline measurement, the steps of the intervention, and data collection procedures. You will also include an example of a graph. Use the "Intervention Book" worksheet found on learning suite to complete this. The intervention book is worth 110 points.

### Quizzes

A total of six quizzes that cover two chapters from the textbook. Quizzes are on Learning Suite and are worth 10 points each.

### Exams

Two exams will be administered on Learning Suite and are worth 100 points each.

## Assignments

### Assignment Descriptions

#### Article Summary 1 - McGee et al

Feb 05
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Due: Monday, Feb 05 at 11:59 pm

#### Article Summary 2 - Lemons et al

Feb 12
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Due: Monday, Feb 12 at 11:59 pm

#### Phonological Awareness Intervention

Feb 12
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Due: Monday, Feb 12 at 11:59 pm

#### Quiz 2

Feb 14
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Due: Wednesday, Feb 14 at 11:59 pm

Chapters 3-4

#### In Class Autism and Reading

Feb 22
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Due: Thursday, Feb 22 at 11:59 pm

#### Article Summary 3 - Allor et al

Feb 26
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Due: Monday, Feb 26 at 11:59 pm

#### Handwriting Intervention

Feb Due: Monday, Feb 26 at 11:59 pm

**26**

### Reading Comprehension Intervention

Feb

**28**

Due: Wednesday, Feb 28 at 11:59 pm

### Quiz 3

Feb

**28**

Due: Wednesday, Feb 28 at 11:59 pm

Chapters 5-6

### Quiz 1

Feb

**28**

Due: Wednesday, Feb 28 at 11:59 pm

Chapters 1-2

### Vocabulary Intervention

Mar

**04**

Due: Monday, Mar 04 at 11:59 pm

### Reading Fluency Intervention

Mar

**06**

Due: Wednesday, Mar 06 at 11:59 pm

### Reading Motivation Intervention

Mar

**13**

Due: Wednesday, Mar 13 at 11:59 pm

### Quiz 4

Mar

**13**

Due: Wednesday, Mar 13 at 11:59 pm

Chapters 7-8

### Extra Credit - Cluff Lecture

Mar

**14**

Due: Thursday, Mar 14 at 11:59 pm

### Cluff Lecture—Thursday, March 7 @ 11:00am. Rm WSC 3220

#### Stephanie Al-Otaiba

Dr. Stephanie Al Otaiba- Fostering Dialogue about Early Literacy and Social and Emotional Learning—Promoting Response to Multi-tiered Interventions.

Write one paragraph summarizing your thoughts about the lecture.

5 points.

**Writing Composition Intervention**

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**Mar  
18**Due: Monday, Mar 18 at 11:59 pm

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**Article Summary 4 - Pennington et al**

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**Mar  
18**Due: Monday, Mar 18 at 11:59 pm

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**Midterm**

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**Mar  
18**Due: Monday, Mar 18 at 11:59 pm

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Chapters 1-6

**Phonics Intervention**

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**Mar  
25**Due: Monday, Mar 25 at 11:59 pm

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**Quiz 5**

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**Mar  
27**Due: Wednesday, Mar 27 at 11:59 pm

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Chapters 9-10

**Assistive Technology Intervention**

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**Apr  
01**Due: Monday, Apr 01 at 11:59 pm

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**\*Comprehensive Literacy Lesson Plan**

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**Apr  
08**Due: Monday, Apr 08 at 11:59 pm

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This assignment differs from the rest in the intervention book. You will create a lesson plan from the TRI - a comprehensive literacy intervention designed for struggling learners. We will address this more fully later on in the semester.

**Quiz 6**

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**Apr  
10**Due: Wednesday, Apr 10 at 11:59 pm

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Chapters 11-12

**Article Summary 5 - Ahlgrim-Delzell**

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**Apr  
15**Due: Monday, Apr 15 at 11:59 pm

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**Attendance**

Apr  
17

Due: Wednesday, Apr 17 at 11:59 pm

2 points per class.

### \*Data Sheet and Graph

Apr  
17

Due: Wednesday, Apr 17 at 11:59 pm

You will create a data sheet to keep individual student data that can be placed in a binder and accessed each day you teach literacy to track data.

The format looks like this:

Goal	1	2	3	4	5	% Ind.
Read...						
Decode...						
Listen...						
Select...						
Example:	+	-	V+	+	-	40%

+ = Correct, - = Error, V = Verbal Prompt, P = Physical Prompt, G = Gestural Prompt, M = Model Prompt

### Final

Apr  
24

Due: Wednesday, Apr 24 at 11:59 pm

Chapters 7-12

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their 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

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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.

### **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 perspectives 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](http://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>).

### **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	Readings	Assignments Due
Week 1		
M Jan 08 Monday	<b>Start of Classes</b>	
W Jan 10 Wednesday		
Week 2		
M Jan 15 Monday	<b>Martin Luther King Jr Day</b>	
W Jan 17 Wednesday	Cook et al (2016) Research Designs and Special Education Research	
Week 3		
M Jan 22 Monday	Smith (2001) Discrete Trial Training in the Treatment of Autism	
W Jan 24 Wednesday	Chapter 1. All Children Can Learn to Read and Write: A Theoretical Rationale	
Week 4		
M Jan 29 Monday	Hughes et al (2017) - Explicit Instruction	
W Jan 31 Wednesday	Chapter 2. Establishing the Environment for Successful Literacy Learning	
Week 5		
M Feb 05 Monday		<b>Article Summary 1 - McGee et al</b>
W Feb 07 Wednesday	Chapter 3. Alphabet Knowledge and Phonological Awareness	<b>Quiz 2 Opens</b>
Week 6		
M Feb 12 Monday		<b>Article Summary 2 - Lemons et al Phonological Awareness Intervention</b>
W Feb 14 Wednesday	Chapter 4. Emergent Reading NO IN PERSON CLASS. WE WILL BE IN PERSON ON 2/20.	<b>Quiz 2 Closes</b>
Week 7		
M Feb 19 Monday	<b>Presidents Day</b>	



T Feb 20 Tuesday	<p><b>Monday Instruction</b></p> <p>Autism in Reading Group Assignment</p> <p>Slides:</p> <p><a href="https://docs.google.com/presentation/d/19epf3mCu9STgcA9ooj0mV4FF93zjg8iqqiH4OKdxKF0/edit?usp=sharing">https://docs.google.com/presentation/d/19epf3mCu9STgcA9ooj0mV4FF93zjg8iqqiH4OKdxKF0/edit?usp=sharing</a></p> <p>Sign Up</p> <p><a href="https://docs.google.com/spreadsheets/d/1N3ms53dsEsAGKAwF3HYKp8I_xLuX79cAhTSfHeCjodo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1N3ms53dsEsAGKAwF3HYKp8I_xLuX79cAhTSfHeCjodo/edit?usp=sharing</a></p>	
W Feb 21 Wednesday	Chapter 5. Emergent Writing	<b>Quiz 3 Opens</b>
Th Feb 22 Thursday		<b>In Class Autism and Reading</b>
Week 8		
M Feb 26 Monday		<b>Article Summary 3 - Allor et al Quiz 1 Opens Handwriting Intervention</b>
W Feb 28 Wednesday	Chapter 6. Comprehensive Literacy Instruction: A Research-Based Framework	<b>Quiz 3 Closes Reading Comprehension Intervention Quiz 1 Closes</b>
Week 9		
M Mar 04 Monday		<b>Vocabulary Intervention</b>
W Mar 06 Wednesday	Chapter 7. Reading Comprehension and Vocabulary Instruction	<b>Quiz 4 Opens Reading Fluency Intervention</b>
Week 10		
M Mar 11 Monday	Barnes-Holmes et al 2004 - Relational Frame Theory	<b>Midterm Opens</b>
W Mar 13 Wednesday	Chapter 8. Self-Directed Reading: Supporting Motivation and Fluency	<b>Reading Motivation Intervention Quiz 4 Closes</b>
Th Mar 14 Thursday		<b>Extra Credit - Cluff Lecture</b>
Week 11		
M Mar 18 Monday		<b>Article Summary 4 - Pennington et al Midterm Closes Writing Composition Intervention</b>

W Mar 20 Wednesday	Chapter 9. Writing	<b>Quiz 5 Opens</b>
Week 12		
M Mar 25 Monday		<b>Phonics Intervention</b>
W Mar 27 Wednesday	Chapter 10. Decoding, Word Identification, and Spelling	<b>Quiz 5 Closes</b>
Week 13		
M Apr 01 Monday		<b>Assistive Technology Intervention</b>
W Apr 03 Wednesday	Chapter 11. Using Assistive Technology Effectively to Support Literacy	<b>Quiz 6 Opens</b>
Week 14		
M Apr 08 Monday		<b>*Comprehensive Literacy Lesson Plan</b>
W Apr 10 Wednesday	Chapter 12. Organizing and Delivering Effective Instruction	<b>Quiz 6 Closes</b>
Week 15		
M Apr 15 Monday		<b>Article Summary 5 - Ahlgrim-Delzell</b>
W Apr 17 Wednesday	<b>Last Day of Class</b>	<b>*Data Sheet and Graph Attendance Final Opens</b>
Th Apr 18 Thursday	<b>Exam Preparation Day</b>	
Week 16		
M Apr 22 Monday	<b>Final Exam Day</b>	
T Apr 23 Tuesday	<b>Final Exam Day</b>	
W Apr 24 Wednesday		<b>Final Closes</b>