2020

ECPSE 714 Language & Literacy:Principles & Practices in Adolescent Special Education

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Queens College of the City University of New York
Department of Educational and Community Programs
Programs in Special Education

ECPSE 714: Language & Literacy: Principles & Practices in Adolescent Special Education
Date/Time: Wednesdays/4:35-7:05
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Office Hours: Mondays and Wednesdays, 3:00-4:00 p.m.; any time as arranged
Contacting the Professor: The best way to contact me is through email. I usually respond to emails quickly and certainly within 48 hours. If there is an urgent matter, please call my cell phone.

A. Course Description

Students in this course examine developmental and pedagogical principles of language and literacy development and explore best-practices in curriculum and instruction for promoting language and literacy skill acquisition for a diverse population of students. Techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the secondary level.

Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, uses of relevant technology and individual and group strategies for supporting language and literacy skill development. Fieldwork is required in the course that includes assessing students, planning interventions, progress monitoring, interviewing school personnel and collaborating with colleagues in the class.

Course Format and Meetings
This course will meet face-to-face for most classes; class will be held online when we do not meet. In addition to the weekly classes, candidates should expect to spend two to four hours outside of class time preparing for the next week's class (doing readings and chapter assignments). In addition, time will be needed for work on the longer term assignments throughout the semester.

Course Competencies
This course is aligned with the Core Values of the Education Unit of promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

All candidates upon successful completion of ECPSE 714 will have developed and demonstrated the following knowledge, skills, and dispositions:

ECPSE 714 Course Competencies (Knowledge, Skills & Dispositions)	Education Unit Core Values	CEC Content Standards
1. Learner and Learning	Excellence	CEC Standards 6.0, 3.0
2. Content Knowledge and Professional Development	Equity Excellence	CEC Standards 5.0, 1.0
3. Instructional Pedagogy	Equity Excellence Ethics	CEC Standards 5.0, 1.0
4. Skills to develop or modify individualized assessment strategies as appropriate	Equity Excellence	CEC Standards 4.0, 5.0
5. Professionalism and Collaboration	Equity Ethics	CEC Standards 6.0, 7.0

Chalk and Wire

The Education Unit uses Chalk and Wire as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to purchase a Chalk and Wire ePortfolio subscription from the Queens College Bookstore in order to submit their assignments as directed until graduation. Designated course work will be assessed by faculty for professional knowledge and skills through key program course assignments. The electronic portfolio system is not used for grading purposes. Chalk & Wire is also the integrated edTPA platform provider system used at Queens College.

Your Chalk and Wire ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. The Chalk and Wire ePortfolio is a great tool to use when applying for internships, employment or graduate schools.

Chalk and Wire Subscription Cost (Purchase through online bookstore):
Subscriptions can be purchased through the Queens College Online Bookstore – Go to the following website:
https://ep.chalkandwire.com/ep2_qccuny/SecureUrlPage.aspx?urlId=36191&u=guest&cus=343
Click the link to the subscription you want and checkout. A code will be emailed to you upon purchase within 10 business days.
- Note that you MUST purchase a "Renewal" subscription to extend your subscription and keep your previous work.

- New and Renewal codes are NOT interchangeable.
- Access codes are not refundable to the online bookstore so please carefully review your options before purchasing.

B. COURSE LEARNING GOALS AND OBJECTIVES

1. Demonstrate a comprehensive understanding of reading disabilities and how to help struggling readers.
2. Competency in administration and interpretation of a variety of assessments in order to address literacy instruction and make recommendations.
3. Demonstrate ability to plan a program to improve a reader's literacy skills.
4. Demonstrate understanding of specific intervention strategies.

C. REQUIRED PURCHASES: TEXTBOOKS AND SUPPLIES

REQUIRED

1. Chalk and Wire Subscription
3. Leslie, L. & Caldwell, J. (2017). *Qualitative reading inventory* (6th ed.). Boston: Allyn and Bacon. (required)

Other required readings will be provided for students.

RECOMMENDED (not required):
1. Harris, K., Graham, S., Mason, L., Friedlander, B. (2008). *Powerful writing strategies for all students.* Baltimore, Maryland: Brookes.
2. Carreker, S. & Birsh, J. (2019). *Multisensory teaching of basic language skills activity book* (4th ed.). Baltimore, Maryland: Brookes.

SUGGESTED ONLINE RESOURCES:
ReadWriteThink: http://www.readwritethink.org/
Intervention Central: http://www.interventioncentral.org/
Reading Rockets: readingrockets.org
Children of the Code: http://www.childrenofthecode.org/
IRIS Modules: http://iris.peabody.vanderbilt.edu/module/tran/
Neuhaus Education Center: http://neuhaus.org/reading-tools/

D. COURSE TOPICS/UNITS/READINGS AND DATES/ WEEKLY TENTATIVE SCHEDULE

Date	Class Topics		Assignments
		Assessments in the course	Due when listed
Class 1	Welcome Course Overview		

Class 2	Connecting Research and Practice Intro to Multisensory Teaching Review: Charting and Graphing CBMs	Intro To QRI: Chapters 1&2	See HW Assignments on Blackboard QRI: Read Chapters 1&2
Class 3	Development of Oral Language Planning to Use CBMs Meet with Early Decoding group Meet with Decoding group	QRI Chapters 3&5 • Information obtained from QRI • Administration and Scoring QRI (Wordlist Practice)	See HW Assignments on Blackboard QRI: Read Chapters 3&5
Class 4	Executive Function	QRI Administration Practice on Zoom Phonemic Awareness Assessment	See HW Assignments on Blackboard QRI: Chapters 6&7 **QRI Scavenger Hunt Due 2/20**
Class 5 2/27	Phonemic Awareness and Reading How to Conduct Early Reading CBM **Early Decoding Group Presentation** Meet with Spelling group		See HW Assignments on Blackboard
Class 6	Decoding	QRI Administration Practice	See HW Assignments on Blackboard

	Decoding Group Presentation Meet with Fluency group	CORE Phonics and CORE Vocabulary Assessments	
Class 7	Spelling assessment and intervention History and Structure of Written English **Spelling Group Presentation** Meet with Vocabulary group	Spelling Assessment Written Expression Assessment	See HW Assignments on Blackboard
Class 8	Fluency **Fluency Group Presentation** Meet with written language group		See HW Assignments on Blackboard
Class 9	**Individual Conferences**	QRI Interpretation and Summary of Results	See HW Assignments on Blackboard **QRI Administration completed – at least one passage** **QRI Checkpoint Conference during this week**
Class 10	Vocabulary English Language Learners **Vocabulary Group Presentation** Meet with Reading Comprehension Group	QRI Interpretation and Summary of results	See HW Assignments on Blackboard **Parent Workshop Due**

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Class 11	Composition **Written Language Group Presentation**		**3-Day Lesson Plan implemented and submitted on BB**
Class 12	Reading Comprehension **Reading Comprehension Group Presentation** Short conferences with Dr. Kiely on Lesson Plans		
Class 13	App Share/Critique Posttest Short conferences with Dr. Kiely on Lesson Plans		**QRI Report Due: Submit on Chalk and Wire and on Blackboard**
Class 14	Individual Conferences Lesson Plan Demonstration Groups 1 and 2		Course Evaluations are available to candidates online at: http://courses.qc.cuny.edu/
Class 15	Individual Conferences Lesson Plan Demonstration Groups 3 and 4		

*Please note that assignments, due dates and topics outline are meant as a guide. This instructor reserves the right to adjust the scheduled topics and assignments. All adjustments will be made with respect and careful considerations of the needs of the students in this class.

E. **ASSIGNMENTS, DUE DATES AND GRADING PLAN**
    With the exception of the QRI assignment, all assignments will be submitted on Blackboard. The professor will communicate with candidates through their Blackboard email. It is a requirement of this class that all candidates have a valid Blackboard email. Create only one scan for documents submitted in Blackboard.

    Weekly Readings and Related Assignments (20% of Grade)

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Due Date: (weekly as noted in course outline above)

Candidates will complete homework assignments for the required weekly readings. *These assignments are due by class time.* In addition to completing several short answer questions, each chapter assignment may include a different type of comprehension assessment. For example, one week students may be required to complete an Anticipation Guide related to the reading. Another week, students may be asked to design a graphic organizer to show their understanding of the week's reading. Chapter assessments may involve the use of simple technology. Assignments must be scanned or photographed and submitted on Blackboard by the due date to ensure students are prepared for the next class. Assignments submitted after the date will receive zero credit.

Worksheets will be submitted on blackboard by scanning or photographing.

Group Strategy Share (10%)

Due Date: (each group has its own date as noted in the course outline above)

Candidates will participate in a cooperative learning assignment, working in a group of 3 students to complete the assignments. Unless there are very unusual circumstances, all members of the group will receive the same grade. The focus of the assignment is to share evidenced based reading strategies with your peers. Topics will be assigned as will the group members. Guidelines will be provided for this assignment.

3-Day Multisensory Lesson Plans (20%)

Candidates will choose one specific skill and develop a multisensory lesson plan designed to explicitly teach that skill to your student after administering appropriate assessments to a student with reading difficulties in **a school setting.** Candidates will follow the assignment guidelines and use the structure of the provided Lesson Plan Model. Candidates may choose to work on this with no more than 3 collaborators. Conferences with the instructor are needed to plan the lessons. To inform the lesson, in addition to the QRI studied in the course, candidates will administer the CORE Decoding Survey and one assessment of their choice:

1) Vocabulary: CORE Vocabulary Screening

2) Spelling: Elementary Spelling Inventory

4) Writing: CBM Written Expression

Parent Involvement Assignment (10% of Grade)

Due Date:

Each candidate will create an informational reading workshop presentation for parents. Blogs can also be created as a second option for this assignment. This assignment will be shared and reviewed on the Discussion Board in Blackboard. Responsiveness to culturally and linguistically diverse families must be addressed in this assignment. Students may work in pairs on this assignment. See assignment guidelines and rubric for further information. **Late assignments will not receive credit**.

QRI-6 Components (10% of Grade)
- **QRI Scavenger Hunt (and text tabbed). Due Date:**
- **QRI Administration Completed and Conference Attended. Due Date:**

The QRI Components Grade consists of checkpoints that allow the instructor to assess and provide feedback on accuracy of the administration of the QRI. By handing in each assignment on time, you will automatically receive a 70 on each. The additional 30 points will be based on accuracy of (1) the QRI text "Scavenger Hunt" and (2) the assessment implementation. Both assignments will be averaged together and will weigh 10% of your final grade. I will meet with each of you, review the assignment and give immediate feedback.

QRI-6 Report (20% of Grade)
Due Date:
Candidates will conduct an informal reading inventory (the QRI-6) on a student with reported reading difficulties (the student must be able to read at least at a beginning 2nd grade level). All testing must take place at the student's school. This assignment will demonstrate your ability to administer, interpret, make recommendations based on your results and write a professional report based on the information obtained. This assignment will be submitted to Chalk and Wire. **Late assignments will not receive credit.**

Class Participation (10% of Grade)
Class attendance and active, collegial participation in each class are essential components of this course. Candidates should come to class on time, be prepared and be actively involved in class discussions and activities. Candidates are expected to attend all classes, arrive on time and stay for the entire class. Online classes and activities have the same expectations as other activities. If you must miss a class for an emergency, please notify me as soon as possible. It is the candidate's responsibility to obtain all information missed from class. Texting, web surfing, etc. is considered non-participatory behavior and is not permitted in this class. If you must use your phone, please do so outside of the classroom.

Writing Guidelines:
Written assignments must be revised and edited prior to submission. Final pieces of writing should be checked for clarity, fluency, and accuracy. All sources of information should be appropriately credited. All assignments must conform to outlines provided. A significant amount of points will be deducted from assignments failing to follow outlines. Please use the services of the Writing Center if needed to improve the presentation of your writing.

GRADING PLAN

Weekly Chapter Assignments	**20%**
Coop Assignment Presentation	**10%**
3-Day Lesson Plan (Assessments and Implementation)	**20%**
Parent Involvement	**10%**
QRI Report	**20%**
QRI Components	**10%**
Class Participation	10%

Queens College's Arithmetic Equivalents for Letter Grades:

A+ = 97-100, A = 93-96, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, F = 0-69

F. **FIELDWORK REQUIREMENTS**
Candidates are required to administer literacy assessments to a student who is exhibiting reading difficulties, in the student's school setting. Candidates are also required to implement a 3-Day lesson plan they have created for their student. Candidates will conduct an intervention with a student that requires sustained, individual work with the student throughout several weeks.

G. **CUNY POLICY ON ACADEMIC INTEGRITY**
The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: http://qc.cuny.edu/?id=IUHC

H. **USE OF CANDIDATE WORK**
All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

I. **REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES**
Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).