The University of Texas at El Paso
Department Counseling and Special Education
Syllabus

COURSE INFORMATION

SPED 3345: Literacy Instruction for Students with Disabilities
Term: Fall 2024
Delivery Method: In Person
Meeting Day and Time: Tuesdays, 5:30 pm – 8:30 pm
Location: Old Main, Room 214

INSTRUCTOR INFORMATION

Tessa Arsenault, Assistant Professor of Special Education
Written Communication: tlarsenault@utep.edu or Blackboard messages
Office Phone Number: (915) 747-7639
Office Location: ED, Room 713
Office Hours in in person (or on Zoom by request):

- Tuesdays, 2:30 pm to 5:00 pm; Wednesdays, 2:30 pm to 5:00 pm; or by appointment.

COURSE DESCRIPTION

SPED 3345: Literacy Instruction for Students with Disabilities is a 3-credit course for all special education majors. This course focuses on evidence-based instructional practices for students in need of intensive literacy interventions. Emphasizes the essential components of the science of teaching reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Demonstrate proficiency in knowledge of the theories of reading development, the science of teaching reading and writing, and strategies to plan, teach, and assess literacy with students with disabilities from culturally and linguistically diverse backgrounds.
2. Administer diagnostic, progress monitoring, and formative assessments in literacy, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals.
3. Develop high quality standards-based lesson plans related to literacy, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and high-quality materials.
4. Model explicit instruction related to literacy, demonstrating strong content knowledge and communication skills.

READING MATERIALS

All class readings* will be provided online via Blackboard. No textbook is required for this course.
*May not always be a "reading" but a video, module, etc.

SCHEDULE

Week	Topic	Readings Due*	Assignments Due**
1 (Aug 27)	Overview of Reading	Online Reading: N/A Video: N/A	Blackboard: N/A In class: N/A
2 (Sept 3)	Reading Development and Reading Theories (Part 1)	Online Reading: Baker et al. (2017); Van Dyke & Shankweiler (2013) Video: N/A	Blackboard: Reading Reflection Paper #1 In class: N/A

3 (Sept 10)	Reading Development and Reading Theories (Part 2)	Online Reading: Ehri & McCormick (1998); Riccomini et al. (2017) Video: N/A	Blackboard: N/A In class: *Discussion Leader Day*
4 (Sept 17)	Oral Language Skills and Print Awareness	Online Readings: Gately (2004) Video: Play-Based Language Interactions; Sequence Trains; Multiturn Conversations; Interactive Reading; Listening Comprehension	Blackboard: N/A In class: *Discussion Leader Day*
5 (Sept 24)	Phonological Awareness	Online Reading: Li et al (2023); Mihai et al. (2014) Video: Sequencing; Rhyming; Syllable; Phonemes; Link to Letters	Blackboard: N/A In class: Quiz #1; *Discussion Leader Day*
6 (Oct 1)	Progress Monitoring Reading	Online Reading/Video: IRIS Module: Progress Monitoring Reading	Blackboard: IRIS Module Reflection (***Due Friday, Oct 4 at 11:59 pm***) In class: N/A
7 (Oct 8)	Letter Knowledge and Intro to Phonics Instruction	Online Reading: Sourcebook (Ch. 6); The Alphabetic Principle Video: Big 5 in under 5: Phonics	Blackboard: N/A In class: *Discussion Leader Day*
8 (Oct 15)	Phonics Instruction and Irregular Word Reading	Online Reading: WWC_G4-9 (2022), p. 4-11; Claravall (2016) Video: Multi-syllabic words	Blackboard: Instructional Video and Lesson Plan #1 In class: *Discussion Leader Day*
9 (Oct 22)	Assessing Phonics-Based Skills	Online Reading: Filderman & Toste (2017); Lindstrom (2018) Video: N/A	Blackboard: N/A In class: Quiz #2; *Discussion Leader Day*
10 (Oct 29)	Word and Text-Reading Fluency	Online Reading: Datchuk & Hier (2019); Didion & Toste (2021)	Blackboard: N/A In class: *Discussion Leader Day*

		Video: Repeated Reading; Echo Reading; Alternated Reading; Partner Reading; Choral Reading	
11 (Nov 5)	Comprehension and Vocabulary (Part 1)	Online Reading: Baker et al. (2023); Miller (2016) Video: CAP on Comprehension	Blackboard: Instructional Video and Lesson Plan #2 In class: *Discussion Leader Day*
12 (Nov 12)	Comprehension and Vocabulary (Part 2)	Online Reading: Capin et al. (2024); Griendling et al. (2021) Video: Emergent Bilinguals: Vocabulary Instruction; Academic Vocabulary and Emergent Bilinguals	Blackboard: N/A In class: *Discussion Leader Day*
13 (Nov 19)	Spelling and Written Expression	Other Reading: Hessler & Konrad (2008); Novelli & Sayeski (2022) Audio/Video: SRSD	Blackboard: Instructional Video and Lesson Plan #3 In class: *Discussion Leader Day*
14 (Nov 26)	Data-Based Individualization	Online Reading: Fuchs et al. (2017); Lemons et al. (2014) Video: N/A	Blackboard: N/A In class: N/A
15-Dec 3	Class Conclusion	Online Readings: TBD Audio/Video: TBD	Blackboard: Reading Reflection Paper #2 In class: Quiz #3
Final-Dec 10	FINALS—NO CLASS	Online Readings: N/A Audio/Video: N/A	Blackboard: Intensifying Instruction Assignment

*May not always be a "reading" but a video, module, etc.
**Assignments listed as due to blackboard are due Mondays at 11:50 pm. Assignments listed as due in class, must be completed in class.

ASSIGNMENTS AND GRADING

Assignments due to blackboard on Mondays at 11:59 pm (unless otherwise specified).

Reading Reflection Papers (20 points each)

Paper #1: Language and Literacy History (due Sept 2 at 11:59 pm)

Students will write a 3–5-page (APA Style- double spaced, 12 pt., Times New Roman, 1-inch margins) paper describing (a) their personal experiences learning language(s) and literacy (e.g., reading, writing), (b) their family's experiences learning language(s) and literacy, and (c) their interests/worries about teaching language(s) and literacy to students with disabilities.

Literacy Paper #2: Learning Reflection and Future Plans (due Dec 2 at 11:59pm)
Students will write a 3–5-page paper describing (a) what you learned about language and literacy this semester (b) what you learned about teaching students with disabilities this semester, and (c) what your vision is for how you plan on addressing language and literacy as a special educator (or teacher working with students with disabilities) in various classroom contexts and subject areas in the future?

IRIS Module Reflection (10 points due FRIDAY, Oct 4 at 11:59 pm)
The students will complete the IRIS Module: Progress Monitoring Reading. This is an alternative to meeting in class. Students will also complete a 2–3-page (APA Style- double spaced, 12 pt., Times New Roman, 1-inch margins) reflection, ***the reflection is 10 points***, on the module describing (a) THREE main take-aways from the content, (b) connections to the classroom (i.e., experience with progress monitoring, concerns with progress monitoring, or perceived benefits of progress monitoring), and (c) their outstanding questions about progress monitoring in reading.

Discussion Leader (15 points)
Each student will lead a discussion from one of the weekly readings with a group of peers. Students will be a discussion leader one time throughout the semester. A sign-up sheet will be posted after the first day of class. The possible days a discussion will be led by a student in the class have been listed in the above schedule. Students will be responsible for creating two to three discussion questions to discuss with a group of peers. Discussion questions must be submitted by Monday at 11:59 pm the week the student will be the discussion leader. In class, the student is responsible for asking the discussion questions as well as follow-up questions and discussion points to guide the group discussion. In class time provided for each discussion leader will be approximately 10-15 minutes.

Quizzes (50 points each)
Students will take three (3) in-class quizzes throughout the semester (Sept 24, Oct 22, Dec 3). Each will consist of short- answer questions, multiple choice, and/or true/false questions on content from the class materials and readings*. Each short answer response must be written in one or more complete sentences. Students may not plagiarize responses from the text, nor may they copy answers from classmates. Students must paraphrase responses in their own words. Students will be provided a list of study guide questions a week before the quiz. Students will be able to create a study guide to bring to class to reference during the quiz.
*May not always be a "reading" but a video, module, etc.

Instructional (Modeling) Videos and Lesson Plans (40 points each)
Instructional Video and Lesson Plan #1: Oral Language Skills and Print Awareness (due Oct 14 at 11:59pm)
Using the provided lesson plan template, develop a comprehensive lesson plan addressing an important oral language skill or print awareness learning objective. In class, students will identify a standard and learning objective with the instructor's guidance. Then, students will develop/describe appropriate assessments (pre/post and formative), explicit instruction (warm-up, modeling, guided practice, independent practice, closing), communication considerations, and high-quality materials. You will script, develop a PowerPoint, and record the modeling component of the lesson. This lesson plan will be taught WITHOUT STUDENTS. The modeling will be directed to the camera.

Instructional Video and Lesson Plan #2: Phonics (due Nov 4 at 11:59pm)
Using the provided lesson plan template, develop a comprehensive lesson plan addressing an important phonics-related learning objective. In class, students will identify a standard and learning objective with the instructor's guidance. Then, students will develop/describe appropriate assessments (pre/post and formative), explicit instruction (warm-up, modeling, guided practice, independent practice, closing), communication considerations, and high-quality materials. You will script, develop a PowerPoint, and record the modeling component of the lesson. This lesson plan will be taught WITHOUT STUDENTS. The modeling will be directed to the camera.

Instructional Video and Lesson Plan #3: Comprehension or Vocabulary (due Nov 18 at 11:59pm)
Using the provided lesson plan template, develop a comprehensive lesson plan addressing an important comprehension or vocabulary learning objective. In class, students will identify a standard and learning objective with the instructor's guidance. Then, students will develop/describe appropriate assessments (pre/post and formative), explicit instruction (warm-up, direct instruction, guided practice, independent practice, closing),

communication considerations, and high-quality materials. You will script, develop a PowerPoint, and record the MODELING AND GUIDED PRACTICE component of the lesson. This lesson plan will be taught WITH PRETEND STUDENT(S) (adults playing the role of students, the adults playing the role of a student must be 18-years-old or older). The modeling will be directed to the student(s).

Intensifying Instruction Assignment (20 points due Dec 9 at 11:59 pm)
In this assignment students will demonstrate their understanding for the course content and apply their knowledge to a scenario that they may encounter as an educator. Students will use a case study provide by the professor. Utilizing the content learned throughout the course, students will write a 5-page, double-spaced analysis that includes the following: (1) Brief summary of the case: The case summary should include all relevant factors of the case study, organized and clearly stated (1 paragraph). (2) Potential Issues: Discuss at least TWO potential issues within the case. Issues should be specific and relevant to the case study. Each issue should include explanation (1-2 pages). (3) Taxonomy of Intensification: Discuss at least TWO dimensions of the taxonomy of intensification that you will focus on. Select the dimension from "The Taxonomy of Intervention Intensity" (Fuchs et al., 2017) article. Dimensions of intensification should be specific and relevant to the case study and instructional strategies the student has selected. Dimensions of intensification should include explanation (½ -1 page). (4) Instructional Strategies: Discuss at least TWO evidence-based instructional strategies for the student within the case. Instructional strategies should be culturally and academically appropriate to the case and evidence based. Strategies should be clearly described and detailed explanations of why these strategies were chosen are should be provided (APA Style- double spaced, 12 pt., Times New Roman, 1-inch margins).

Attendance, Participation, and Professionalism (5 point each class)
Students are expected to attend class regularly. Attendance is mandatory (see course attendance policy). Students are expected to come to class on time and stay for the entire duration. During class, come prepared by completing the readings and actively engage in class discussions and activities. Participation in discussions should reflect on personal beliefs as well as relevant course readings and discussions. During discussion, students are expected to respect others opinions and beliefs. Professionalism includes using technology in class in accordance to class expectations. Laptop computers and tablets should be used for notes and class-related activities only. Phones should not be used throughout the duration of class unless otherwise specified by the professor. The professor reserves the right to allocate attendance, participation, and professionalism points based on the above criteria.

GRADING SCALE

Grade (Percentage)	Points Range
A (90-100)	387-430
B (80-89.99)	344-386
C (70-79.99)	301-343
D (60-69.99)	258-300
F (0-59.99)	0-257

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments/Evaluations Submitted on Backboard: Assignments will be due on Mondays at 11:59 pm via Blackboard. Assignments turned in late will be docked 10%.

Assignments/Evaluations in Class: If a student misses an in-class assignment/evaluation, follow the absence policy which aligns with the situation.

Revise-and-Resubmit

Learning is an iterative process; therefore, students will have the opportunity to revise-and-resubmit any assignment or quiz throughout the duration of the course. The revise-and-resubmit will be due two weeks after students receive their grade for the initial assignment. To complete a revise-and-resubmit students will submit two items: the assignment and the reviewer letter. For the assignment, all comments from the professor must have been addressed from the original submission. For the reviewer letter, the student must use the template reviewer letter. The template reviewer letter includes space to insert the professor feedback and a space for the student to state how they addressed

the professors' comments from the originally submitted assignment/quiz. Further guidance on revise-and-resubmits will be provided along with each assignment and evaluation.

INCOMPLETE GRADE POLICY
Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to the professor immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES
I strongly suggest that students submit their work with plenty of time to spare in the event of a technical issue with the course website, network, and/or your computer. I also suggest students save all work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, students will have evidence that they completed the work and will not lose credit. If a student experiences difficulties submitting their work through Blackboard, please contact the UTEP Help Desk. Students can email the professor their backup document as a last resort.

TECHNOLOGY REQUIREMENTS
Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION:
Here are the ways we can keep the communication channels open:

- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person, but I can meet on Zoom by request. I will be in my office (see the days and times at the top of this syllabus). If you would like to attend office hours on Zoom instead of in person, just let me know and I can send a Zoom link. I am also available to meet, in person in my office or on Zoom, outside of the office hour times upon request.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt Monday to Friday. Responses over the weekend may take up to 48 hours. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

ATTENDANCE AND PARTICIPATION
Our class meetings are in-person at Old Main, Room 214, every Tuesday from 5:30 pm to 8:30 pm, beginning August 27 through December 3.

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners.

Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers
- Other activities as indicated in the weekly modules

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

It may come up that a student needs to miss class for a personal reason at some point throughout the duration of the semester. There are a series of policies set up to meet student needs. The below policies apply to courses in person or on Zoom. If a student cannot attend an in-person class in person, they can attend on Zoom to gain the information, but it will be counted as an absence for attendance/participation points.

- **First absence:** Students' first absence is marked as excused. Please work to notify the professor before class, if possible, of the absence. If the student is missing an in-class examination, the student must set up a time to make up the examination. No reason for the absence needs to be provided.
- **Second absence**: If a student needs to miss a second class, the student must set up an appointment to meet with the professor to review missed work. Please work to notify the professor before class, if possible, of the absence. The appointment must be set up prior to the missed class or within a week after the missed class to make up attendance/participation points. If the student is also missing an in-class examination/activity for points, the student must also set up a time for making up the examination/activity. Setting up the appointment to make up participation points is the responsibility of the student. No reason for the absence needs to be provided.
- **Medical emergency:** If a student misses class for a medical emergency, documentation can be provided after the class. If it is the student's first absence, follow "first absence" policy, if it is the students second (third, etc), follow "second absence."
- **Tardy/leaving early**: Two tardies/leaving early add up to one absence. Follow above policies.
- **Excused absence for university-recognized activities:** Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the Dean of Students not less than ten (10) days prior to the absence. The Dean of Students will provide the student with a letter of excuse for the professors. It is the student's responsibility to give the letter to the professors prior to the official recognized activity. Students following these procedures will be permitted to make up both assignments and examinations in consultation with faculty.
- **Absence for religious holy days: Religious holy day** means a day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, *Tax Code*. Section 51.911 of the *Texas Education Code* and 19 *Texas Administrative Code* 4.4 related to absences by students for observance of religious holy days states that the institution shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection cannot be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. The student must provide written notice to the instructor of each course that he or she will be absent for a religious holy day **not less than 10 days prior to the absence.** If a student and professor disagree about the nature of the absence being for the observance of a religious holy day

as defined therein, or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the professor can request a ruling from the Provost or the Provost's designee. The student and the professor shall abide by the decision of the Provost or designee.

- **Military Leave:** Section 51.9111, *Texas Education Code*, and 19 Texas Administrative Code 4.9 provides that students be excused from scheduled classes or other required activities if the student is called to and participates in active military service for a reasonably brief period and that the student shall be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact-hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service. Students called to active military service must provide a copy of their military orders to the instructor of each course. Further information is available under *Complete Withdrawal Due to Active Military Service*.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

Using AI for brainstorming: Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often "hallucinate" or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES: Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.