

6. Specify, justify, and describe the use of augmentative and assistive communication needs (CEC-6).
7. Exhibit mastery in the structure of the English language, including an understanding of syntax and vocabulary development.
8. Demonstrate mastery in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching summarizing and retelling skills, and guiding learners to make connections beyond the text.
9. Demonstrate the ability to develop comprehension skills in all content areas.
10. Employ strategies to support and enhance communication skills of exceptional learners (CEC-6).
11. Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language (CEC-6).
12. Exhibit mastery of knowledge and skills in educating learners with exceptionalities by appropriately using electronic resources and other relevant educations and assistive technologies for data collection, information management, problem solving, decision making, and communication.

Course Materials:

Required Textbook: Carnine, D., Silbert, J., Kame'enui, E. & Tarver, S. (2004). **Direct Instruction Reading** (4th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Suggested Websites:

International Reading Association www.reading.org
www.readingonline.org
www.reading.org/links
 Reading and Language Arts Resources
www.georgesuttle.com/presentations/MRSC
 U.S. National Institute for Literacy www.nifl.gov/lines
 Learning Disabilities Resources www.ldresources.com

Methods to Engage Students:

The methods of instruction will include lectures, discussions, collaborative exercises, reading assignments, and/or multimedia presentations.

Activities:

		Due Date	Value
Class Discussions/In-Class Assignments	1pt/per class		15
VRA Reflection	Section #1	1/29/07	5
	Section		5

VRA Reflection	#2	2/5/06	
VRA Practice Test		02/05/07	10
VRA Registration		04/20/07	5
VRA Practice Test (Final)		04/16/07	20
Chapter Reflection	Total 4	1/29, 2/26, 3/26, 4/23	40
TOTAL			100

Evaluation: A 90-100
B 80-89
C 70-79
E Below 70

CHILD ABUSE TRAINING

Special Internet Assignment:

Please visit the <http://www.vcv.edu/vussta/traububg/va> teachers' website and take the online training for Recognition, reporting, and Responding for Educators. Once you complete the training, take the survey and print out your certificate for five (5) Professional Development Points and save for your portfolio. Please note that all educators are mandated by law to report suspected child abuse and neglect, and all are required by Section 22.1-298 of the Code of Virginia to complete child abuse and neglect study as part of the licensure process. This online curriculum has been approved by both the Virginia Department of Education and the Virginia Department of Social Services as meeting the required curriculum guidelines for teacher licensure certification. Other helpful websites to visit on child abuse are: <http://www.childabuse.org/>; or www.dss.state.va.us; or www.dss.state.va.us; or www.childhelpus.org; or www.welfareacademy.org; or www.vcu.edu/partnership/abuse.htm. (five (5) professional development points).

Reading Assignments:

Date	Chapters		Date	Chapters
1/8/07	First Class		03/05/07	14-15
01/15/07	MLK Day		03/12/07	16-17

01/22/07	1-3		03/19/07	18-19
01/29/07	No Class		03/26/07	20-21
02/05/07	4-7		04/02/07	22-23
02/12/07	8-9		04/09/07	Spring Break
02/19/07	10-11		04/16/07	24-25
02/26/07	12-13		04/23/07	26-27

Related University-Wide and Course-Specific Requirements: This undergraduate course provides additional opportunities to improve the following:

- *Student writing* by producing texts appropriate for their purposes and audiences as reflected in form, organization, content development, and language usage and style;
- *Technology/Informational Literacy* by (1) using computers, software applications, and other resources to achieve a variety of academic, professional, and personal goals and (2) using a set of abilities to solve problems, collect data, manage information, communicate with others, create effective presentations, and make informed decisions; and
- *Critical Thinking* by evaluating sources of information and making informed decisions.

Academic Integrity Standards: Consult the *NSU 2007-2008 Undergraduate Catalog* regarding matters including regulations, policies, and procedures.

ADA Statement: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, if you have a disability or think you have a disability, we ask you to please contact the Supporting Students through Disability Services (SSDS) office.

Location: 2nd floor/LLB Library **Room:** 240
Contact Person: Marian E. Shepherd, Disability Services Coordinator
Telephone: 757-823-2014 **Email:** mshepherd@nsu.edu

University Assessment Statement: As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of the students. Students will not be identified in an analysis of results. Unless indicated otherwise by the instructor, results from university assessment activities will not be computed into student grades.

Academic Support Services: The Academy for Collegiate Excellence and Student Success (ACCESS) is a multi-faceted, comprehensive program designed to provide academic support services to all students. Contact: access@nsu.edu

