

3. Develop an understanding of the linguistic, sociological, cultural, cognitive, and psychological basis of the reading process.
4. Demonstrate mastery in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills.
5. Demonstrate knowledge of the use of cuing systems of language, including an understanding of how phonics, syntax, and semantics interact as the learner constructs meaning.
6. Explicate knowledge of strategies to increase vocabulary.
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. Evince skills in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
10. Demonstrate the ability to develop comprehension skills in all content areas.
11. Demonstrate the ability to foster appreciation of a variety of literature
12. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels.
13. Exhibit mastery of knowledge and skills in educating learners with exceptionalities by appropriately using electronic resources and other relevant educational and assistive technologies for data collection, information management, problem solving, decision making, and communication.
14. Participate in professional development activities.

Methodology:

The methods of instruction will include lectures, discussions, collaborative exercises, context simulations, reading assignments, electronic searches, audiovisual and multimedia presentations

Course Activities/Calendar - Spring 2006

Date	Task(s)	Points
	<p>Journal Article Critiques: Read and select pertinent research, published within the past three (3) years, on reading/literacy instruction for learners with exceptionalities. Prepare four (4) narratives per instructor's guidelines.. (4 x 05)</p>	20
	<p>Collaborative Exercises: Students will participate in periodic presentations related to teaching reading to exceptional learners. (8 x 05)</p>	40
	<p>Off-Site Experiences I - Case Report: Complete twenty (20) clock hours at an off-site school/facility and use an informal reading inventory to assess the reading ability of a selected exceptional learner. Prepare a written report of findings in a format provided by the instructor.</p>	50
	<p>Off-Site Experiences II: Unit Plan: Develop a series of lessons to address an aspect of reading improvement for the aforementioned exceptional learner.</p>	50
	<p>MidTerm Examination: Interim written appraisals of prior scheduled content to date.</p>	40
	<p>Final Examination: Comprehensive appraisal of student's mastery of course content.</p>	100

**The activity calendar is subject to change at the discretion of the instructor or depending upon the progress of the class.*

BONUS FIVE (5) POINTS – Membership in a national professional organization.

Evaluation: Grading Point Scale (See Course Activities Calendar)

A	= 290+	B-	= 270 - 274
A-	= 285 - 289	C+	= 265 - 269
B+	= 280 - 284	C	= 260 - 264
B	= 275 - 279	C-	Failing

The instructor reserves the right to revise the grading criteria as appropriate and will make a reasonable attempt to notify students as time permits.

Related University-Wide and Course-Specific Requirements: This graduate 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 Office of Graduate Studies at the NSU website, www.nsu.edu/graduate 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 in student grades.