



SYLLABUS TEMPLATE

Course Number Course Name	SPED 465 Reading for Special Learners
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog Course Description	Provides you with learning experiences in the diagnosis and analysis of reading difficulties and how to adapt materials for various disabilities of the exceptional learner. You will focus on experiences in developing and implementing appropriate instructional strategies in teaching reading across the curriculum. Selection and adaptability of instructional materials are highlighted with the use of technological products for specific populations. You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: passing NES, Essential Academic Skills (I, II, III). (3, 3T+0L)
Student Learning Outcomes of the Course	<ol style="list-style-type: none"> 1. INSTRUCTIONAL STRATEGIES: Describes and demonstrates various methods for individualizing instruction that ensures the child's access to the general curriculum. 2. TEACHING OF READING: The teacher understands the foundations of reading and language arts development, including but not limited to: <ul style="list-style-type: none"> A1 – Research on reading. A2 – Research on reading how children learn to speak, read, write, and listen. A3 – Cultural, linguistic, environmental, and physiological factors in reading and language arts development. A4 – Children's developmental processes. A5 – Characteristics of proficient and non-proficient readers. A6 – Relationship between oral and written language. A7 – Language structure including graphophonics, semantics, syntax, and pragmatic systems. 3. METHODS OF INSTRUCTION: The teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components: <ul style="list-style-type: none"> C1 – Oral language development. C2 – Phonemic awareness and phoneme manipulations, such as bending, segmentation, and substitution. C3 – Phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing. 4. TEACHER DESIGNS: Comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards including: <ul style="list-style-type: none"> D1 – The use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom. D5 – The use of a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, and texts from various subject areas.

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College-Wide Student Learning Outcomes	SPED 465 learning objectives align with the following NNMC College Wide Goal: Critical Thought The Analysis of Assessments will be used to assess students' progress in meeting this goal.
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