

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Special Education
SPED 436- Literacy for Early Childhood Special Education Specialists
Fall 2022

COURSE INFORMATION

Delivery: IN PERSON, Thursdays 4 – 6:45 PM

Location: CP-125

Instructor: Vita Jones Ph.D.

Office: CP 570-12

Email: vjones@fullerton.edu

Phone: 657-278-8621

Office hours: Thursdays 12:00-3:00 PM and by appointment

Technical support: (657) 278-8888

StudentITHelpDesk@fullerton.edu

<http://www.fullerton.edu/it/students/helpdesk/index.php>

Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Conceptual Framework Outcomes

The theme “Reach. Teach. Impact.” is the foundation of the COE’s conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes
IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

Updated COVID information: (8/13/21) PLEASE READ

<http://coronavirus.fullerton.edu/updates/>

PRESIDENT'S DIRECTIVE & HEALTH AND SAFETY GUIDELINES

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's effort to keep our community safe.

COURSE DESCRIPTION

Basic Principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five.

REQUIRED TEXTS/READINGS

Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write by Erickson & Koppenhaver (2020). This book can be found through the Titan bookstore, Amazon, and Chegg. Other required texts will be provided through Canvas in the form of articles, websites, and educational videos. Digitalized copy of the California Infant/Toddler and Preschool Learning Foundations and CA Kindergarten Standards are located on the course Canvas site.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

Basic Principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five.

COURSE PREREQUISITES/COREQUISITES Admittance into the Early Childhood Special Education Program.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

- 1.0 Knowledge of the linguistic and cognitive basis of reading. (CEC CC6K1; CC7K1)
[NAEYC Standard 1] {CCTC Standard 20}

2.0 Knowledge of the skill benchmarks for pre-kindergarten children. (CEC EC4S2; EC4S3; CC7K3) [NAEYC Standard 4 & 5] {CCTC Standard 20}

3.0 Comprehension of the current California State Department of Education guidelines for Preschool Language and Literacy as well as federal and state special education guidelines. (CEC CC9S4; EC9S7; CC7K3) [NAEYC Standard 5] {CCTC Standard 19}

4.0 Comprehension of research on effective teaching of preschool literacy and communication skills in Early Childhood Special Education and the ability to apply this research in classroom situations. (CEC CC6K4; CC6S1) [NAEYC Standard 1] {CCTC Standard 19}

5.0 Comprehension, application, and analysis of the role of phonemic awareness, concepts of print, and language development in emergent literacy as evidenced by an assessment of these skills and the development of curriculum for students receiving services in Early Childhood Special Education which is communicated to parents and colleagues in a professional manner. (CEC CC8S1 thru 9; EC8S1; EC8S2; CC9S8; CC9S9; CC9S11; CC10S10; EC10S2) [NAEYC Standard 3, 4, & 5] {CCTC Standard 22, 24, 25, & 31}

6.0 Application and analysis of oral and written language development as evidenced by the development, implementation, and evaluation of lessons which foster language and communication development which is communicated to parents and colleagues in a professional manner. (CEC CC6K4; CC6S1; EC6S1; CC7S1; CC7S4; CC7S6; CC7S8 thru 12; EC7S2; CC9S8; CC9S9; CC9S11; CC10S10; EC10S2) [NAEYC Standard 3, 4, & 5] {CCTC Standard 22, 24, 25, & 31}

7.0 Ability to plan and organize a classroom environment which promotes literacy and communication development for students receiving services in Early Childhood Special Education. (CEC CC5S4; EC7S4) [NAEYC Standard 1] {CCTC Standard 26}

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

RESPONSE TIME

The instructor will do their best to respond to email or phone messages within 48 hours, except weekends. If you haven't received a response within 48 hours, (not counting weekends), please contact the instructor again. There will also be a Discussion Forum entitled Q & A in canvas for students to post questions.

COURSE COMMUNICATION

Contacting the instructor through email is the preferred method. The instructor will be online frequently, Monday through Friday, and will usually respond to all emails within 48 hours. Additionally, the instructor will maintain office hours as listed above. Emails sent to the instructor during office hours will be answered more quickly. Telephone calls can be requested for students as well.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

<u>Assignments</u>	<u>Points</u>
Attendance/Class Participation 12 each @5 pts.	60
Quick Writes 4 each @ 5 pts	20
ECSE Literacy Professional Development Assignment.	50
Part 1-25 pts.	
Part 2-25 pts.	
Multicultural Book Box Lesson Plan	50
<u>Final Exam</u>	<u>20</u>
Total Points possible:	200 points

<u>Grade</u>	<u>Percentage Range</u>	<u>Points</u>
A	100% - 90%	200-180
B	89% - 80%	179-160
C	79% - 70%	159-140
D	69% - 60%	139-120
F	59% - 50%	119-106 >

ATTENDANCE/PARTICIPATION POINTS 60 pts. (12 sessions at 5 pts. each)

Students are required to attend all class sessions and participate in group activities, Zoom interactions (where your face is shown) and all class discussions.

Complete Assigned Readings/View Educational Videos/Websites/Textbook/Articles

Students are expected to read the assigned readings prior to the scheduled class sessions. Readings are marked on the syllabus. Quick Writes (#1-4) are based on course content.

Quick Writes 20 pts. (4 @ 5 points each)

Four Quick Writes will be assigned during class periods on topics related to the assigned reading. Quick Writes will cover social-emotional learning, positive behavior, developing literacy environments, preschool learning foundations, and effective literacy instruction. Common Core State Standards:

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Professional Development Assignment

Part 1 (25 pts.) Use Supplemental Articles

Students (in groups) will create a literacy professional development presentation of two disability categories with the following criteria:

- 1) List the cause of the disability.
- 2 Describe the impact of disability on early literacy acquisition.
- 3) List five classroom strategies, methods or practices that teachers can use in the classroom.
- 4) List three technological strategies, methods or practices that teachers can use in the classroom.
- 5) Describe how these strategies, methods and practices are incorporated into a Zoom teaching session.
- 6) Describe how you prepare parents to support their student in the Zoom session.
- 7) Prepare a video 30-minute (15 minutes for each category) of a public service announcement covering all components of the assignment.

Mandatory Criteria (for each disability category)

- (3) Peer-reviewed articles
- (2) Videos
- (2) Websites

Optional Criteria (for each disability category)

- (2) Newspaper
- (2) Trade Article (example OpEd)
- (2) Magazines

Possible Public Service Announcement Formats (others accepted/once approved by instructor)

Voicethread

Prezi

PowerPoint Slides

Part 2 (25 pts.)

Student groups will upload their presentation to Canvas prior to presenting the video/media presentation during class.

- 1) Visually appealing presentation
- 2) 30 Minute professional development (15 minutes for each disability category)
- 3) Must be interactive and involve the audience
- 4) All group members involved (all names on the presentation)
- 5) Video public service announcement used for a professional development presentation
- 6) Presentation should have between 12-15 slides (include both disability categories)
- 7) Group introduces the presentation during class by first stating their names and both of the disability categories (include both in the video presentation)
- 8) Each group has 2 categories to present on for a total of 30 minutes (15 minutes each)

Use the criteria as headings for the ppt., prezi or other media format. No paper is required, and groups will present the video/media presentation assignment during class.

Multicultural Book Box Lesson Plan (50 points)

Choose a multicultural children's book and develop the pre-and post-reading activities of the book box. To determine specific pre-and post-reading activities, review information from text. Consider strategies teachers incorporate to set the stage for literacy. *In the lesson plan include adaptations/modifications (list citations) you would make for a student with disability and second language learners.*

Please consider the Multiethnic/Multicultural books from your text or others of your choosing. Students are to locate their own Lesson Plan Template. This assignment will be uploaded in Canvas.

Multicultural/Diversity Book Box Lesson Plan (50 points):

- Photo of the actual book
- Students locate their own Lesson Plan template
- Book based on one of the following: culture, ethnicity, disability, race or exceptionality
- Well organized, detailed lesson plan
- Open ended questions
- List all class materials
- Visually appealing
- Pre/post activities for book
- Adaptations/modification for students with disabilities
- Strategies for English Language Learners
- Cite references

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

If insurmountable technical difficulties arise, contact the instructor for alternative delivery of assignments (e.g., via email). As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

POLICY ON RETENTION OF STUDENT WORK

Student work will be retained by the instructor for one year following completion of the course.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online or face-to-face class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete.

Additionally, because assignments are aligned to teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Technical competencies:

- ✓ Basic word processing (typing, cut and paste, spell check).
- ✓ Logging on and navigating the Internet and the CSU Fullerton Portal.
- ✓ The use of appropriate online behavior, netiquette is expected. For example, use descriptive subject lines that inform the reader what the message or posting pertains to. Do not use CAPITALS, as this implies that you are shouting. Etc.

Minimum hardware and Software specifications:

- ✓ You must have access to a computer with Internet access and a word processing program. The CSU Fullerton Library should offer this availability. Due to computer operating system upgrades, you are encouraged to have the latest Microsoft Office/Microsoft Word program. As a student you are eligible to download a copy of these programs. Visit the Division of Instructional Technology for the appropriate software to download and instructions and if any charges might apply. Mac/Apple users will be able to download a Mac/Apple version of Microsoft Office. The following link should take you directly to the where to download software.
<http://www.fullerton.edu/it/> Click Software at the top bar or look at Student Services in the middle of the page and click software.
- ✓ Contact the IT office with any downloading questions. See Technical support below.
- ✓ It is the student's responsibility to have a compatible software programs to appropriately access and upload course assignments and information.
- ✓ Safari, Firefox and Chrome are well-supported browsers depending on your type of computer.

Technical Support:

- ✓ URL of Titan Help: click on the Online IT Help icon on the Canvas Portal
 - ✓ Email: helpdesk@fullerton.edu
 - ✓ The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.
 - ✓ Hours of operation at the time of this writing:
Monday through Thursday 7:30 a.m. to 5:00 p.m.
Friday 7:30 a.m. to 5:00 p.m.
Saturday /Sunday—Closed
- Check the CSUF Canvas Portal form the most current information regarding IT services and training programs.

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

**SPED 436 TENTATIVE CLASS SCHEDULE
(SUBJECT TO CHANGE DURING
SESSION)**

Date (readings):

Content and Assignment due dates:

8/25

WEEK 1

Course and Syllabus Overview

Introductions

Read Syllabus

I Love You Video/Baby Signs/ MBB Rubric

9/1

WEEK 2

Ch. 1 All Children Can Learn to Read
and Write

Ch.2 Establishing the Environment
for Successful Literacy Learning

**Research for ECSE Literacy (Inclusive
practices)**

Attendance/Class Participation

Including Samuel (2007) Video YouTube/PECs Ppt.

9/5

Labor Day – CAMPUS CLOSED

9/15

WEEK 3

Ch. 3 Alphabet Knowledge and
Phonological Awareness
Ch. 4 Emergent Reading

Attendance/Class Participation
Language Assessment/Concepts of Print

9/22

WEEK 4

Ch. 4 Emergent Reading
Ch. 5 Emergent Writing

Attendance/Class Participation
Windows & Mirrors

9/29

WEEK 5

Ch. 6 Comprehensive Literacy
Instruction: A Research-Based
Framework
Ch. 7 Reading Comprehension and
Vocabulary Instruction

Attendance/Class Participation
Reading Their Worlds

10/6

WEEK 6

Ch. 8 Self-Directed Reading:
Supporting Motivation and Fluency
Ch. 9 Writing

**CLASS DOES NOT MEET – WORK FROM
HOME**
Storybook Classrooms

10/13

WEEK 7

Ch. 10 Decoding, Word identification, and Spelling	Attendance/Class Participation Literature Rich Environments
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Ch. 11 Using Assistive Technology Effectively to Support Literacy Research for ECSE Literacy (Inclusive practices) PD (Pollak Library) Students Meet at PLN 240 at 4:00	
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10/10	Columbus Day – CAMPUS OPEN
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10/20	WEEK 8
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Ch. 12 Organizing and Delivering Effective Instruction	
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Literature and ELL Multicultural Book Box Lesson Plan Due 11:59 PM Sunday, October 17

10/27	WEEK 9
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CLASS DOES NOT MEET – WORK FROM HOME

Language & Communication Mid-Semester Course Evaluation Due Sunday, October 24
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11/3	WEEK 10
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Zoom Class Turn cameras on for credit	
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Reading Rockets ESCE Literacy Professional Development Assignment Due 11:59 PM Sunday, October 31

11/10

WEEK 11

Designing a Literacy Center (Inclusive Practices)

Attendance/Class Participation
Early Childhood and Poverty

11/11

Veterans Day – NO CLASS

11/17

WEEK 13

ESCE Literacy Professional Development Assignment
Media Presentations
Paths of Literacy
Paths of Literacy (Emergent Literacy)

11/21 – 11/25

Fall Recess – NO CLASSES

12/1

WEEK 15

Preschool Gains
Head Start & Children w Disabilities

12/8

WEEK 16

Literacy for All
Final Review

**Final Exam Due by Thursday, December 15
11:59 PM**

Supplemental Articles

- Erickson, K. A., & Clendon, S. A. (2015). *Responding to Individual Needs : Promoting the Literacy Development of Students who use AAC*.(919), 11–16.
- Quick, N., Erickson, K., & Mccright, J. (2019). The most frequently used words: Comparing child-directed speech and young children's speech to inform vocabulary selection for aided input. *AAC: Augmentative and Alternative Communication*, 35(2), 120–131. <https://doi.org/10.1080/07434618.2019.1576225>
- Clendon, S. A., & Erickson, K. A. (2008). The Vocabulary of Beginning Writers: Implications for Children with Complex Communication Needs. *Augmentative and Alternative Communication*, 24(4), 281–293. <https://doi.org/10.1080/07434610802463999>
- Lanter, E., Watson, L. R., Erickson, K. A., & Freeman, D. (2012). Emergent Literacy in Children With Autism: An Exploration of Developmental and Contextual Dynamic Processes. *Language, Speech, and Hearing Services in Schools*, 43(3), 308–324. [https://doi.org/10.1044/0161-1461\(2012/10-0083\)](https://doi.org/10.1044/0161-1461(2012/10-0083))
- Erickson, K. A., & Hatton, D. (2007). Literacy and visual impairment. *Seminars in Speech and Language*, 28(1), 58–68. <https://doi.org/10.1055/s-2007-967930>
- Skotko, B., Koppenhaver, D., & Erickson, K. (2004). Parent Reading Behaviors and Communication Outcomes in Girls With Rett Syndrome. *Exceptional Children*, 70(2), 145–166. <https://doi.org/10.1177/001440290407000202>
- Erickson, K. A., Hatch, P., & Clendon, S. (2010). Literacy, assistive technology, and students with significant disabilities. *Focus on Exceptional Children*, 42(5), 1–16.
- Sturm, J. M., Erickson, K., & Yoder, D. E. (2002). Enhancing Literacy Development Through AAC Technologies. *Assistive Technology*, 14(1), 71–80. <https://doi.org/10.1080/10400435.2002.10132056>
- Erickson, K. A., Koppenhaver, D. A., & Cunningham, J. W. (2016). *Comprehensive Reading Intervention in Augmentative Communication*.
- Erickson, K. A. (2017). Comprehensive literacy instruction, interprofessional collaborative practice, and students with severe disabilities. *American Journal of Speech-Language Pathology*, 26(2), 193–205. https://doi.org/10.1044/2017_AJSLP-15-0067

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for SPED 436

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: note closest exits in the front and rear of the classroom.

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two-week Plan for Distant Instruction (should on-campus instruction be interrupted)

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Canvas

groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Emergency Contact

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support

Access to the CSU Fullerton library is available on the Canvas website. Click on the “Library” tab or enter <http://library.fullerton.edu> as the URL. For online library support, look under “Library Services,” then “Online Services.”