

I. COURSE DESCRIPTION:

A. Department Information:

Division: Student Support
Department: DSPS
Course ID: SDEV 906
Course Title: Supportive Learning in Reading
Units: 2
Lecture: None
Laboratory: 6 hours
Prerequisite: None

B. Catalog and Schedule Description: This multi-sensory phonics course provides specialized instruction and tutoring to individuals and small groups in reading. Although this course is designed for students with disabilities as certified through diagnostic testing, all students are welcome to enroll. Support strategies to minimize the effects of the disability in the academic setting are presented to maximize students' effectiveness in mainstream classes. Graded on a credit/no-credit basis only. (formerly HUMDV 906)

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, students should be able to:

- A. Compensate for educational limitations in mainstream classes
- B. Improve ability to identify individual sounds and their order within words (phonemic awareness)
- C. Improve accuracy in word attack, word recognition, and spelling skills
- D. Improve ability to self-correct word attack, word recognition, and spelling errors.
- E. Improve reading comprehension ability through the integration of auditory processing (decoding), visual processing (sight words), and language processing (oral vocabulary and the use of context) measured by pre and post tests.

IV. COURSE CONTENT:

- A. Setting the climate for learning
 1. Different Sensory modalities
 2. How the brain processes and integrates different sensory information.
- B. Identifying and classifying speech sounds
 1. Discover and label consonant sounds
 2. Track sequences of isolated consonants
 3. Discover vowel circle
 4. Track isolated vowel sounds
- C. Expectancies
 1. Final e
 2. When two vowels go walking ...
 3. Borrower c
 4. Borrower g
 5. _ck versus _k
 6. _ch versus _tch
- D. Simple syllables and words (VC, CV, CVC)
 1. Track simple syllables and words
 2. Spell simple syllables and words
 3. Read simple syllables and words
- E. Complex syllables and words (VCC/CCV, CVCC/CCVC, CCVCC)
 1. Track complex syllables and words
 2. Spell complex syllables and words
 3. Read complex syllables and words

- F. Multi-syllable patterns and words
 - 1. Track the number of syllables and whole syllable changes.
 - 2. Spell multi-syllable patterns and words
 - 3. Read multi-syllable patterns and word.
- G. Reading in context, monitored with feedback on errors.
- H. Expository Writing; with proofing plan and feedback on errors
- I. Independent reading/writing tasks with self-correction

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Demonstration
- C. Individual
- D. Small group
- E. Computer assisted

VI. TYPICAL ASSIGNMENTS:

- A. Assemble the vowel circle as presented in class.
- B. Assemble the brother pairs (i.e., matching consonant letters to mouth pictures).
- C. Assemble the cousins (i.e., matching the consonant letters to mouth pictures).
- D. With the vowel circle assembled and the sound provided, the student is asked to point to the letter (or picture) and label it (receptive practice)
- E. Read the list of simple sight words, complex sight words, and multi-syllable sight words from the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech text and practice appropriate skills.

VII. EVALUATION:

- A. Methods of Evaluation
 - 1. Class participation
 - 2. Quizzes
 - 3. Final Exam
 - 4. Multiple measure pre and post tests
- B. Frequency of Evaluation
 - 1. Weekly assignments
 - 2. Minimum of nine quizzes
 - 3. Final exam

Sample final exam questions:

 - How many letters of the alphabet serve as vowels?
 - How many vowel sounds are there?
 - Write down the brother pairs and indicate which ones are “quiet” and which ones are “noisy”.
 - What is the difference between brother and cousin sounds?
 - What four letters (or letter pairs) “borrow” sounds?

VIII. TYPICAL TEXT(S):

- Bell, N. Seeing Stars Decoding Workbook: Book 1 VC & CV. Gander Educational Publishing, 1999.
- Bell, N. Seeing Stars Decoding Workbook: Book 2 CVC. Gander Educational Publishing, 1999.
- Bell, N. Visualizing and Verbalizing: Stories. Gander Educational Publishing, 1997.
- Pauk, W. Six-way Paragraphs (third edition). Jamestown Publishers, 2000.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None