Literacy Instruction: Students with Disabilities

EDSE 216A

Spring 2026   Section 04   Hybrid   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/21/2026

👤 Contact Information

Instructor: Dr. Nancy McIntyre

- **Email:** Please use Canvas Inbox
- **Office:** 223 Sweeney Hall
- [Name Pronunciation (she/her/hers) (https://us-nc-recordings.s3.amazonaws.com/recording_97aa3f1a3c47a12d6dc32053443a726d.mp3?digest=8371bec5869090467d872a871028da01)](https://us-nc-recordings.s3.amazonaws.com/recording_97aa3f1a3c47a12d6dc32053443a726d.mp3?digest=8371bec5869090467d872a871028da01)

Office Hours

- By Appointment
- Campus Office or Online

- General availability: Tuesday, 2:30-3:30pm; Wednesday, 2:30-3:30pm
- Please click here to sign up for a date & time: [Spring 2026 (https://calendar.app.google/XcCkjA98iMXFKfrA9)](https://calendar.app.google/XcCkjA98iMXFKfrA9)
- Or contact me via Canvas Inbox to determine another meeting time.

🕐 Course Information

This course covers literacy instruction for candidates pursuing Mild Moderate and Extensive Support Needs Education Specialist Credentials and includes instruction in teaching foundational literacy skills, language development, and meaning-making using complex literary and informational texts.

Further, the course covers the implementation of and progress monitoring of evidence-based literacy instruction, as well as screening for literacy profiles including dyslexia.

Hybrid

In-person classes on alternate Wednesdays; 4:00 - 6:45 pm
230 Sweeney Hall

See Course Schedule for details.

🖥 Course Description and Requisites

Examination and application of evidence-based instructional practices for teaching reading and writing to students with disabilities.

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

It is expected that students will uphold the following norms and expectations during all course interactions, both in person and online.

1. Demonstrate Professionalism in the Course
2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive
7. Attend in-person classes
   - Respect others in class and show tolerance for viewpoints different than ones' own.
   - Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.

Course Format: Technology Intensive, Hybrid Course

This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules.

Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking CANVAS their SJSU email regularly for updates.

All course materials (announcements, syllabus, handouts, assignment instructions, videos, etc.) will be available on CANVAS.

Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are STRONGLY ENCOURAGED to seek assistance from SJSU tech support.

Course AI Resources & Policy

We will be using AI responsibly within this course as specified in certain assignments. Please see Canvas Modules for detailed information.

The following resources will aid you in this endeavor:

- AI Writer's Toolbox (https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8WbIfIwuAQdxb4RMSFIJ-cSYymsjEl5oQT9y17n_AFovrVXBexIXVXmY3W0GWIsc_ySOob7qnSnwr6CfbxCvEDcVQgz_OA5uwvAcTtmwJQ)
- SJSU AI Research Assistant (https://library.sjsu.edu/OneSearch-research-assistant?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBfeB67oooqP8Fbd0oJERV5iwkLzkHchQTI235clNzclAEl_omSYNJfLE2IcS2GLMKwBK8U2VWocLdIAev0iO3AQq1Ddr-fhmG7L_A)

:≡ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

This course is intended to assist students in meeting the competencies specified in the following Universal, Mild Moderate Support Needs, and Extensive Support Needs Teaching Performance Expectations (TPE):

Universal TPEs 1.7, 3.1, 4.3, 4.7, 7.5

MMSN TPEs, 3.1, 4.2

ESN TPEs 3.1, 3.2, 4.4

▁▃▅▇ Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Identify and implement specific evidence-based/high-leverage instructional strategies for teaching reading and writing to students with disabilities in a variety of instructional settings.
2. Describe the components of explicit phonics instruction.
3. Develop lesson plans that address phonemic awareness, decoding, fluency, vocabulary, and comprehension.
4. Identify assessments for language, reading, writing, and progress monitoring of student achievement in literacy.
5. Create a scope and sequence of phonics skills to provide literacy interventions to students with disabilities.
6. Deliver direct and explicit phonics instruction.
7. Identify and deliver literacy support in a variety of classroom settings and content areas.

📘 Course Materials

TEXTS

1. *Teaching Reading to Students Who Are at Risk or Have Disabilities: A Multi-Tier, RTI Approach* (primary required textbook)

- Authors: Bursuck & Damer
- Publisher: Pearson
- Year: 2014
- Edition: 3rd
- Availability: Online, bookstore, free reserve copy in SJSU MLK Library at Reserves Desk

2. *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*

- Authors: Erickson & Koppenhaver
- Publisher: Brookes
- Year: 2020

- Edition: 1st
- Availability: Full electronic text available for free online courtesy of the SJSU MLK Library. See *Library Course Materials* in Canvas course menu to the left of your screen.

3. *The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*

- Author: Maloney, Kathleen
- Publisher: Jossey-Bass
- Year: 2024
- Edition: 1st
- Availability: Full electronic text available for free online courtesy of the SJSU MLK Library. See *Library Course Materials* in Canvas course menu to the left of your screen.

Standards

- [English Language Arts (ELA) and Literacy Standards](#)
- [English Language Development (ELD) Standards](#)
- [English Language Arts/English Language Development (ELA/ELD) Framework](#)

☰ Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Key Assignments

1. **In Class Assignments** (80 points). Students can earn up to 80 points for participating in class activities during in-person instruction - 8 in-class activities @ 10 points each. If a student misses class, these assignments cannot be made up [TPE U1.7, 3.1, 4.3, 4.7, 7.5; MM 3.1, 4.2; ESN 3.1, 3.2, 4.4]
2. **Asynchronous Modules** Students can earn up to 60 points each for completing activities in the 6 asynchronous modules. Due dates for asynchronous modules on course schedule. [TPE U1.7, 3.1, 4.3, 4.7, 7.5; MM 3.1, 4.2; ESN 3.1, 3.2, 4.4]
3. **Dyslexia Screening and Assessment Interview** (15 points). Students can earn up to 15 points through conducting an interview with a school-based reading professional and communicating the results. [TPE. ; MM. ;ESN]
4. **Instructional Enhancements for Struggling Readers Mini Paper** (15 points). Students will submit a 2-page written paper describing instructional enhancements. [TPE U3.1, 4.3, 7.5 MM 3.1, ESN 3.1]
5. **Literacy Intervention Lesson Plan** (30 points). After practicing in class, students will submit a lesson plan (see template) for a literacy lesson using a research-based intervention for struggling readers.

1. The lesson plan should be for a case study student from their fieldwork setting, with word recognition difficulties.
2. The lesson plan should address the student's area of need at the *phonemic awareness or phonics level* of instruction and should address which Tier of intervention is being targeted.
3. The plan should include accommodations and/or modifications for students with disabilities. (see template)
4. Candidates must provide a rationale for how the Intervention Lesson Plan addresses the CA Dyslexia Guidelines. Intervention Lesson Plan must address at least one CCSS ELA standard.
5. *Teacher candidates are assessed on their Intervention Lesson Plan using the following Rubric. Students not scoring at least 90% (27 points) will be required to revise and resubmit.*

Criteria	Points possible
Clear identification of phonemic awareness / phonological awareness / phonics skill - Clear and measurable lesson objective included	*3*
Common Core State Standard is identified and appropriate to the lesson	*3*
Specific Accommodations and / or modifications included for students with disabilities	*3*
Lesson plan follows explicit direct instruction - I do section clearly demonstrates the skill and provides at least 3 explicit examples	*6*
Lesson plan follows explicit direct instruction -- We do section clearly includes teacher and student working together for at least 3 repetitions of the skill	*5*
Lesson plan follows explicit direct instruction -- You do section clearly provides the student with opportunities to practice on their own	*5*
Check for Understanding is included and addresses the lesson objective	*5*
Total Points	*30*

6. **Group Project Demonstration: Mini-Lesson Presentation – Teaching an Evidence-Based Reading Strategy** (30 points). Students will work in groups of three to demonstrate a research-based intervention for literacy to the class. presentations will occur during the corresponding week for the skill area. See sign-up sheet.[TPE U1.7, 3.1,4.3, 4.7, 7.5; MM 3.1, 4.2; ESN 3.1, 3.2, 4.4]

7. **Three Lesson Sequence for Literacy Instruction** (40 points). Students will submit a sequence of three lessons to address an IEP goal for a struggling reader with an IEP. The lesson sequence will include opportunities for students to engage in written expression and present ideas using language conventions, to engage in a range of formal and informal collaborative discussions, and to write for varied purposes, audiences, and contexts. [TPE U4.3, 7, 7.5, MM4.2, ESN 4.4] Specifically:

   - The lesson plan should address the student's area of need and should address which Tier of intervention is being targeted.
   - Candidates must provide a rationale for how the Lesson Plan Sequence addresses the CA Dyslexia Guidelines.
   - The lesson sequence should value and leverage children's existing languages and dialects, including translanguaging.
   - Lesson will include opportunities for students to write, discuss, and present using language conventions, as students engage students in a range of formal and informal collaborative discussions .
   - Each lesson in the sequence must address at least one CCSS ELA standard and at least one ELD standard appropriate to the grade level of your students.

✔ Grading Information

1. **All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS.** Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date.
   - Late assignments without prior notification will be penalized 10% per day late.
   - It is important to communicate with your instructor to get support with your assignments in advance of the due date as much as possible.
2. All written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available **for free** from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](#)

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Library Liaison

The library liaison for the Special Education Department is Dr. Mantra Roy. Her contact email is: mantra.roy@sjsu.edu

Criteria

Successful completion of this course requires a grade of B or higher. The following criteria will be used to assign grades in this course.

A+	98 - 100%	196 - 200 pts
A	92 - 97%	184 - 195 pts
A-	90 - 91%	180 - 183 pts
B+	88 - 89%	176 - 179 pts
B	82 - 87%	164 - 175 pts
B-	80 - 81%	160 - 163 pts
C+	78 - 79%	156 - 159 pts
C	72 - 77%	144 - 155 pts
C-	70 - 71%	140 - 143 pts
D+	68 - 69%	136 - 139 pts
D	62 - 67%	124 - 135 pts
D-	60 - 61%	120 - 123 pts
F	< 60%	< 120 pts

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Session #/Dates	Modality	Topics Covered
S1: 1/22-2/1	In Person	**Module 0:** Course Intro **Module 1:** Foundational to Conventional Literacy Skill Development & the Big 5
S2: 2/2-2/8	Online	**Module 2:** Foundational Literacy Skills Overview
S3: 2/9-2/15	In Person	**Module 3:** Foundational Literacy Skills in Practice
S4: 2/16-2/11	Online	**Module 4:** Foundational Literacy Skills for Multilingual Learners
S5: 2/23-3/1	In Person	**Module 5:** Beginning Reading and Writing: Early Decoding and Encoding
S6: 3/2-3/8	Online	**Module 6:** Literacy for Students with Extensive Support Needs
S7: 3/9-3/14	In Person	**Module 7:** Advanced Word Reading and Spelling
S8: 3/16-3/22	Online	**Module 8:** Dyslexia
S9: 3/23-3/29	In Person	**Module 9:** Reading Fluency
3/30-4/5		**SPRING BREAK**
S10: 4/6-4/212	In Person	**Module 10:** Vocabulary
S11: 4/13-4/19	Online	**Module 11:** Secondary Reading and Writing Instruction
S12: 4/20-4/26	In Person	**Module 12:** Reading Comprehension and Writing Strategies
S13: 4/27-5/3	Online	**Module 13:** Evidence-based Strategies for Literacy Instruction Wrap-Up
S14: 5/4-10	In Person	**Module 14:**
Final Exam Week 5/13-5/20		*Due: Three Lesson Sequence for Literacy Instruction*