



## **SYLLABUS**

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### CATALOG DESCRIPTION

Required for Special Education. This course provides an understanding of concepts and procedures for teaching reading to students with special needs K-12. Emphasis is placed on formal and informal reading assessments, effective reading practices, research-based reading programs, oral language, decoding strategies, phonemic awareness, and vocabulary acquisition.

Prerequisites: Faculty Permission Required

Semester Offered: Summer

#### **Common Student Learning Outcomes**

*Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...*

##### **BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

##### **CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

##### **CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

##### **EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

##### **INFORMATION LITERACY**

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

##### **INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

*Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.*

### Course Learning Outcomes

Upon successful completion of the course, the student will be able to....

- diagnose and analyze reading difficulties as they pertain to special learners.
- apply a thorough understanding of the reading/literacy process to reading instruction in special education settings.
- employ phonemic awareness, decoding, fluency, comprehension, vocabulary, and writing activities to instruction for special learners.
- employ formal and informal reading assessments with special learners.
- incorporate inclusion facilitation strategies within reading instruction.