RSED 7400/7406 Curriculum and Theory in Specialization

Auburn University Department of Special Education, Rehabilitation, Counseling

**Course Number**: RSED 7400/7406

**Course Title:** Curriculum and Theory in Specialization, **Credit** 3 hours

**Meeting Times: Monday 4:00-6:25, HC 1126, Office hours Monday 3-4** or by appt.

**Instructor:** Margaret Flores

**Instructor’s email:** mflores@auburn.edu

**Instructor’s phone:** 334-844-2107

**Office location:** HC 1224 B

**Date Syllabus Prepared:** August 2017

**Required Readings:**

Greer, R. D., & Ross, D. E. *Verbal behavior analysis: Inducing and expanding new verbal capabilities in children with language delay*. Boston, MA: Pearson

Articles associated with weekly topics posted on Canvas (modules section, organized by week)

**COURSE DESCRIPTION:** This course presents principles and procedures associated with interventions to establish verbal capabilities in children with developmental disabilities who have language delays.

**COURSE OBJECTIVES:** After appropriate learning activities, the student will:

1. assess, measure, and analyze data related to language learning

2. use verbal operants as a basis for language development

3. use echoic training

4. use mand training

5. use intra-verbal training

6. use listener training

**COURSE CONTENT SCHEDULE**

| Date | Topic | Readings | Assignments Due |
| --- | --- | --- | --- |
| Aug 21 | Verbal Analysis and Verbal Development  | Ch 1 |  |
| Aug 28 | Prompting  | ArticlesHumphreys et al. (2013)Leaf, Sheldon, & Sherman (2010)Reichow & Wolery (2011)Tarbox et al. (2007) | Reading quiz |
| **Sept 4** | **No class Labor Day Holiday** |  |  |
| Sept 11 | Definitions and Measurement  | Chapter 2, articles Majdalany et al. (2014)Majdalany et al. (2016) | Reading quiz |
| Sept 18 | Learning to Listen | Chapter 3 articles Kryzak et al. (2013)Taylor & Hoch (2008) | Reading quiz |
| Sept 25 | Learning to Listen | Chapter 3, articles Slocum, miller, & Tiger (2012)Petursdottir & Aguilar (2016) | Reading quizAnnotated bibliography draft |
| Oct 2 | Test 1  |  |  |
| Oct 9  | Early Speaker Functions | Chapter 4, articles Kobari-Wright & Miguel (2014)Miguel & Kobari-Wright (2013) | Reading quiz |
| Oct 16 | Early Speaker Functions | Chapter 4, articlesRoss & Greer (2003)Kodak & Cements (2009) | Reading quiz |
| Oct 23 | Advanced Speaker Functions  | Chapter 5, articlesIngvarsson & Hollobaugh (2010)Marion et al. (2012) | Reading quiz |
| Oct 30 | Advanced Speaker Functions | Chapter 5, articlesKodak et al. (2012)McMorrow et al. (1987)Valentino et al. (2012) | Reading quiz |
| **Nov 3** | **Last day to withdraw** |  |  |
| **Nov 6** | **No class meeting**  |  |  |
| Nov 13 | Advanced Speaker Functions | Chapter 5, articlesBergstrom et al. (2016)LeBlanc et al. (2003) | Reading quiz |
| **Nov 20** | **No class Thanksgiving Break**  |  |  |
| Nov 27 | Problems in vocal development  |  Articles  | Reading quizAnnotated bibliography |
| Dec 4 | Test 2 |  |  |

**7. COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete and submit all required projects, quizzes, and tests to the instructor no later than the date designated for each, b) pass all required quizzes and tests, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

**Tests (50 pts each, 100 pts total):** Demonstrate competency on two (2) tests covering lecture, class activities, and information from the required text and readings. Tests will be taken online using Canvas, on the date noted on the course schedule. Testing proctors are not needed.

**Quizzes (5 points each, 45 points total)**

There will be 10 online quizzes associated with readings and class activities from the week prior; the nine best quiz scores will be used to calculate the total quiz points. The quizzes will pertain to teaching methods associated with analysis of verbal behavior and specific procedures included in the course. The quizzes will be taken using Canvas and consist of objective and short essay questions.

**Attendance** (**55 points total):** Students will receive points for the percentage of classes attended. For on-campus students, attendance is defined as being physically present in the classroom. For distance students, attendance is defined evidence of watching whole classes (as tracked by Canvas) or being present through the chat feature. The points for attendance will be calculated by multiplying the percentage of classes attended by 55 (e.g., 80% attendance = 44 points)

**Annotated Bibliography (50 points) Students enrolled in RSED 7400** will complete an annotated bibliography using five intervention articles (posted on Canvas) related to applied behavior analysis. The purpose of this assignment is to familiarize students with current research with regard to interventions for students with language delays.

Annotated bibliographies will include the following for each of the five articles:

* A reference citation for the articles written according to APA 6th ed. Guidelines
* A description of the intervention, written in your own words, **without direct quotation**
* A description of how the intervention was implemented, written in your own words **without direct quotation**
* Results of the intervention with regard to student performance, written in your own words **without direct quotation**
* Conclusions and recommendations with regard to the future use of this intervention in classroom settings, written in your own words **without direct quotation**

**EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

| Quizzes  | 45 points |
| --- | --- |
| Attendance  | 55 points  |
| Test 1 | 50 points |
| Test 2 | 50 points |
| Annotated Bibliography  | 50 points  |
|  | **TOTAL: 250 points** |

**A=225-250 points , B= 200-224 points, C=175-199 points, D=150-174 points, F=149 and below**

Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 224 points is a grade of B). Final grades will be comprised of points earned on the tests and projects described in the syllabus. No extra credit opportunities will be provided.

**Class Policies**

***Instructor feedback:*** If sent by **the Monday before the due date**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft (mflores@auburn.edu) no later than the **Monday before the due date** and the instructor will provide suggestions, recommendations, etc… for corrections.

***Extra Credit:*** There is an RSED 7400 policy that no extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments (projects, quizzes, and tests) must be turned in **through Canvas** the day each are due within the first 10 minutes of the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse within a week of the absence, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

**NOTE: Canvas does not accept late assignments. Assignments received via email with a time stamp after the time due will not be accepted.**

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

**8. University and College POLICIES:**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality