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| **RSED 5150/6150**  Literacy Methods in Special Education  **- - - - - - - - - -**  **Department of Special Education Rehabilitation and Counseling**  **College of Education**  Instructor Information:  Dr. Victoria Sanchez  1234C Haley Center  334-844-7675  vms0025@auburn.edu  Office Hours: Tuesdays 3:00-4:00 PM or by appointment |  |

Auburn University

Course Syllabus

Department of Special Education, Rehabilitation, and Counseling

1. **Course Number:** RSED 5150/6150, Fall 2023

**Course Title:** Literacy Methods in Special Education

**Credit Hours**: 3 semester hours

**Prerequisites:** None

**Instructor:** Dr. Victoria Sanchez

**Office Address**: Haley Center 1234C

**Email Address:** [vms0025@auburn.edu](mailto:vms0025@auburn.edu)

I will make every effort to respond to your email in a timely manner (within

24 hours). I cannot guarantee a quick response to emails received on the weekends

or after 6:00 p.m. on weeknights. It is your responsibility to be proactive with any

questions you might have and allow a reasonable amount of time for a response.

**Office Hours:** Tuesdays, 3:00-4:00, or by appointment

Haley Center 1234C or <https://auburn.zoom.us/j/82447461307>

1. **Term:** Fall 2023

**Day/Time:** Tuesdays, 12:30 PM-2:50 PM (Haley Center 1218 or distance)

**Date Syllabus Modified**: Updated June 2023

1. **TEXTBOOK:**

Hougen, M. C., & Smartt, S. M. (2020). *Fundamentals of literacy instruction and assessment, Pre-K-6* (2nd

ed.). Paul H. Brooks Publishing Co.

Other readings, as assigned. Access provided on Canvas.

Bring your book and readings with you to class! We will use the book often in discussions and learning.

1. **COURSE DESCRIPTION:**

Instructional strategies in reading for students with disabilities. May count RSED 5150 or RSED 6150.

1. **STUDENT LEARNING OUTCOMES:**

In this course, students will:

1. Articulate the importance of teaching vocabulary and demonstrate effective strategies to promote academic language development.
2. Demonstrate knowledge of principles and evidence-based instructional practices for promoting comprehension and analysis of literary and informational texts.
3. Demonstrate knowledge of valid approaches to assessing vocabulary and text comprehension and the interpretation of data.

Upon completion of this course, students will use research-based methods to teach advanced word knowledge, vocabulary, and comprehension for students who require multi-tiered support that includes multisensory, explicit, and systematic instruction in addition to error correction for English Language Arts using the Alabama Course of Study for content and use guided practice based on formative data. Graduate students will demonstrate understanding of the existing literacy research within special education and focus on the research-to-practice connection.

1. **TENTATIVE COURSE CONTENT AND SCHEDULE:**

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| **Date** | **Topics** | **Assigned Readings (to be completed prior to class)** | **Learning Activities (due prior to class)** |
| Week 1  8/22 | Syllabus  Chapter 12 - A Comprehensive Approach to Vocabulary Development | Syllabus  Chapter 12 |  |
| Week 2  8/29 | Chapter 13 - Comprehension Instruction: Grades K–3 | Chapter 13 |  |
| Week 3  9/5 | **Quiz 1 (Wk 1–2)**  Comprehension Instructional Strategies: Grades K–3 | Shanahan et al. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide.* |  |
| Week 4  9/12 | Chapter 14 - Comprehension Instruction: Grades 4–6 | Chapter 14 | Comprehension Video: K–3 |
| Week 5  9/19 | Comprehension Instructional Strategies: Grades 4–6 | Texas Reading Initiative. (2002). *Comprehension instruction.* |  |
| Week 6  9/26 | **Quiz 2 (Wk 3–5)**  Chapter 15 – Disciplinary Literacy | Chapter 15 |  |
| Week 7  10/3 | Disciplinary Literacy Strategies | Lott & Clark (2021). *Learning the language of scientists.* |  |
| Week 8  10/10 | Chapter 16 – Strategic and Meaningful Writing Instruction | Chapter 16 | Comprehension Video: 4–6 |
| Week 9  10/17 | **Quiz 3 (Wk 6–8)**  Writing Instruction | Lam et al. (2022). *Intensifying instruction to meet students’ early writing needs.* |  |
| Week 10  10/24 | Chapter 17 – Literacy Instruction for English Language Learners | Chapter 17 |  |
| Week 11  10/31 | Literacy Instruction and English Learners | [Breiseth (2019)](https://www.colorincolorado.org/article/5-myths-about-english-language-learners-ells-and-special-education) | Interview Summary |
| Week 12  11/7 | **Quiz 4 (Wk 4–7)**  Chapter 18 – Technology for Elementary Literacy Instruction | Chapter 18 |  |
| Week 13  11/14 | Technology for Elementary Literacy Instruction | Dawson et al. (2019). *Assistive technologies to support students with dyslexia.* |  |
| Week 14  11/28 | Chapter 19 – Moving Forward: The Role of Reflection in Planning Literacy Instruction  **Professional Development Presentations** | Chapter 19 | Professional Development Presentation |
| Finals Week: Graduate Paper due on 12/5/2023 by 6:30 PM | | | |

1. **COURSE REQUIREMENTS:**

General Course Requirements: Students are required to: a) read assigned materials prior to class sessions, b) attend/view class and participate, c) successfully complete all learning activities and submit to the instructor **no later than the date designated for each project**, and d) take and pass all required tests.

* 1. **Quizzes (40 points):** Based on readings, class presentations, and discussion you will complete four quizzes total, 10 points each.
  2. **Comprehension Videos (30 Points):** You will create a video of yourself implementing instruction of a reading comprehension strategy for K–3 and comprehension strategy for 4–6.
  3. **Professional Development Presentation (15 points):** Design 15 minutes of professional development (PD) for one component of research-based reading instruction. Determine the appropriate audience for this PD. Present the 15-minute segment to your course colleagues using PowerPoint or other appropriate media.
  4. **Interview (5 points)**: You will interview a literacy teacher (5 or more years of experience) about reading instruction and what they have learned as an educator. Take notes and submit a **two-page summary.** You do not have to include the name of the teacher you interviewed.
  5. **Attendance (10 points)**: Students will receive points for the percentage of classes attended. For 6150 distance students, attendance is a record that the class has been watched **prior to the next class meeting** (This information is available to the instructor through Canvas). The points for attendance will be calculated by multiplying the percentage of classes attended by 10. Percentages will be adjusted for students who have university-approved excused absences.
  6. **Graduate Student Assignment (10 points):** Graduate students will write a 5-page paper synthesizing research literature related to literacy intervention and describing the practice as implemented in a school setting.

1. **GRADING AND EVALUATION:**

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| **Assignments** | **Point Values** |  | **Grading Scale** | |
| Quiz 1 | 10 |  | 90–100 = | A |
| Quiz 2 | 10 |  | 80–89 = | B |
| Quiz 3 | 10 |  | 70–79 = | C |
| Quiz 4 | 10 |  | 60–69 = | D |
| Video Comprehension K–3 & 4–6 | 30 |  | 59 and below = | F |
| Professional Development Presentation | 15 |  |  |  |
| Interview a Veteran Reading Teacher | 5 |  |  |  |
| Attendance/Class Participation | 10 |  |  |  |
| **Total** | **100** |  |  |  |

1. **CLASS POLICIES:**
2. ***Attendance:*** Students are expected to attend class and participate in class discussions and activities. Attendance will be taken. 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. ***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. **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.**
4. ***Late Work:* 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. 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.
5. ***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams, final exam) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.
6. ***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Classroom Behavior:*** “Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Honesty Code:*** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***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. 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).

***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.