

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **Course Number: RSED 5130/6130/6130D**

**Course Title:** Curriculum in Literacy for Students with Disabilities

 **Credit Hours:** 3 semester hours

**Date Syllabus Prepared**: Updated June 2024

**2. Term:** Fall 2024

**Day/Time:** T/R, 1:00 PM–2:15 PM

**Location:** Draughon Library 4133

**3. Instructor:** Dr. Victoria Sanchez

 **Office Address**: Haley Center 1234C

 **Email Address:** vms0025@auburn.edu

 **Office Hours:**  By appointment

**4.** **Required** **Texts:**

* Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.).

 Arena Press; Consortium on Reaching Excellence in Education, Inc. (CORE).

* Hougen, M. C., & Smartt, S. M. (2020). *Fundamentals of literacy instruction and assessment, Pre-K-6* (2nd ed.). Paul H. Brooks Publishing Co.
* <http://aub.ie/allaccess>

 

* Other readings are available on Canvas.

**5. Course Description:** This course is designed to provide students with the understanding of language development, development of early literacy, and screening for early literacy deficits. This class will introduce language systems (orthography, phonetics, phonology, morphology, syntax, and semantics) and their role in the development of literacy. The course will provide opportunities for implementation of assessment and explicit system instruction in oral language, phonemic awareness, letter/sound correspondence, and basic reading.

**6. Course Objectives and Student Learning Outcomes:** After completion of this course, the student should be able to:

* **Standard 1: Foundation of Literacy Acquisition**
	+ **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse). *1.1*
	+ **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression, and the need for explicit instruction in these areas. *1.2*
	+ **Recognize and explain** the reciprocal relationship among oral language, phonological awareness/phonemic awareness, phonics (decoding & encoding), word recognition, fluency, comprehension, and writing. *1.3*
* **Standard 2: Structured Literacy – Principles & Practices of Structured Literacy Instruction**
	+ **Recognize, explain, and apply** in practice a systematic and sequential scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing. *2.1a*
	+ **Recognize, explain, and apply** in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. *2.1b*
	+ **Recognize, explain, and apply** in practice multisensory/multimodal routines to enhance student learning and memory. *2.1c*
	+ **Recognize, explain, and apply** in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction. *2.1d*
* **Standard 2: Structured Literacy – Phonological & Phonemic Awareness**
	+ **Recognize, explain, and apply** the rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes in the English language. *2.2a*
	+ **Recognize, explain, and apply** in practice considerations for levels of phonological awareness. *2.2b*
	+ **Recognize, explain, and apply** in practice considerations for phonemic awareness difficulties. *2.2c*
	+ **Recognize, explain, and apply** in practice consideration for the progression of phonemic-awareness skill development across age and grade. *2.2d*
	+ **Apply** in practice considerations for the general and specific goals of phonemic awareness instruction. *2.2e*
	+ **Apply** in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. *2.2f*
	+ **Apply** knowledge of various learners’ development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment. *2.2g*
* **Standard 2: Structured Literacy – Phonics and Word Recognition**
	+ **Recognize and apply** a sequential, systematic, and cumulative scope and sequence of skills building from simple to complex. *2.3a*
	+ **Recognize, explain, and apply** the need for systematic, sequential, cumulative, and explicit teaching for decoding and encoding skills using a structured lesson plan. *2.3b*
	+ **Recognize, explain, and apply** strategies for decoding and encoding multisyllabic words, including syllable types and morphology. *2.3c*
	+ **Explain and apply** strategies for teaching irregular words by identifying the decodable parts of the word. *2.3d*
	+ **Recognize and explain** decoding and encoding difficulties and apply strategies to adapt instruction to address the difficulties. *2.3e*
	+ **Apply** a wide variety of explicit instructional strategies to support word reading, spelling, and writing skills in readers and writers. *2.3f*
* **Standard 2: Structured Literacy – Written Expression**
	+ **Recognize and explain** the major skill domains that contribute to written expression. *2.7a*
	+ **Recognize, explain, and apply** in practice considerations for evidence-based principles for teaching letter formation, both manuscript and cursive. *2.7b*
	+ **Apply** in practice considerations for evidence-based principles for teaching written encoding and punctuation. *2.7c*
	+ **Recognize, explain, and apply** in practice considerations for the developmental phases of the writing process. *2.7d*
* **Standard 4: Assessment and Instruction of Developing Literacy**
	+ **Recognize, explain, and apply** how to select, evaluate, administer, and analyze data from evidence-based assessments (screening, diagnostic, progress monitoring, and outcome-based assessment). *4.1*
	+ **Recognize, explain, and apply** differentiated instruction by selecting and using appropriate assessments, including the amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, research-based instructional materials, and opportunities to respond. *4.4*
	+ **Recognize, explain, and apply** a variety of different types and formats of assessments for different purposes when assessing reading (e.g., screening, progress monitoring, diagnostic, summative). *4.5*

**7. Course Content (Tentative Schedule)**

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| **Date** | **Lecture Topic**  | **Standard**  | **Assigned Readings** | **Assignments** **(due prior to class)** |
| Week 18/20  | Welcome/Overview Foundations of Literacy  | *1.1–1.3* | Syllabus Honig et al. pp.1–18  |  |
| Week 18/22  | Foundations of Literacy  | *1.1–1.3* | Hougen & Smartt Ch.2 |  |
| Week 28/27  | Early Literacy Skills – Oral Language | *1.1–1.3* | Hougen & Smartt Ch.6  |  |
| Week 28/29  | Early Literacy Skills – Print Awareness  | *1.1–1.3, 2.1a 2.7a,b,d, 4.1, 4.4–4.5* | Honig et al. pp. 72–113 |  |
| Week 3 9/3  | Phonological Awareness & Assessment | *1.1–1.3, 2.1a-d, 2.2a-g, 4.1, 4.4–4.5* | Hougen & Smartt Ch.7  | Learning Activity: Observation Part I |
| Week 3 9/5  | Phonological Awareness & Assessment | *1.1–1.3, 2.1a-d, 2.2a-g, 4.1,**4.4–4.5* | Hougen & Smartt Ch.7  |  |
| Week 4 9/10  | Phonemic Awareness & Assessment | *1.1–1.3, 2.1a-d, 2.2a-g, 4.1, 4.4–4.5* | Honig et al. Ch.5  | Lesson: Phonological Awareness  |
| Week 4 9/12  | Phonemic Awareness & Assessment | *1.1–1.3, 2.1a-d, 2.2a-g, 4.1, 4.4–4.5* | Honig et al. Ch.5  |  |
| Week 59/17  | Foundations of Phonics Instruction – English Language | *1.1–1.3, 2.2a* | Honig et al. pp. 22–35  | Lesson: Phonemic Awareness  |
| Week 59/19  | Foundations of Phonics Instruction - Principles of Instruction  | *1.1–1.3, 2.1a-d, 2.3a-b* | Hougen & Smartt Ch.8  |  |
| Week 6 9/24  | Phonics Instruction & Assessment: Letters and Sounds  | *1.1–1.3, 2.1a-d, 2.3a-b, 2.7b, 4.1, 4.4–4.5* | Honig et al. Ch.6  | Learning Activity: Phoneme Video |
| Week 6 9/26  | Phonics Instruction & Assessment: Letters and Sounds  | *1.1–1.3, 2.1a-d, 2.3a-b, 2.7b, 4.1, 4.4–4.5* | Honig et al. Ch.6  |  |
| Week 7 10/1  | Phonics Instruction & Assessment: Letters and Sounds  | *1.1–1.3, 2.1a-d, 2.3a-b, 2.7b, 4.1, 4.4–4.5* | Honig et al. Ch.6  | Learning Activity: Screening Part I |
| Week 7 10/3  | Phonics Instruction & Assessment: Letters and Sounds  | *1.1–1.3, 2.1a-d, 2.3a-b, 2.7b, 4.1, 4.4–4.5* | Honig et al. Ch.6  |  |
| Week 8 10/8  | **Midterm Exam** |  |  |  |
| Week 9 10/15  | Phonics Instruction & Assessment: Decoding Instruction | *1.1–1.3, 2.1a-d, 2.3a-b,e-f, 2.7c, 4.1, 4.4–4.5* | O’Connor (2014) Ch.4 |  |
| Week 9 10/17  | Phonics Instruction & Assessment: Decoding Instruction | *1.1–1.3, 2.1a-d, 2.3a-b,e-f, 2.7c, 4.1, 4.4–4.5* | O’Connor (2014) Ch.4 |  |
| Week 10 10/22  | Phonics Instruction & Assessment: Other Consonant Graphemes  | *1.1–1.3, 2.1a-d, 2.3a-b,e-f, 2.7b-c, 4.1, 4.4–4.5* | O’Connor (2014) Ch.5 | Learning Activity: Observation Part II |
| Week 10 10/24  | Phonics Instruction: Other Vowel Graphemes | *1.1–1.3, 2.1a-d, 2.3a-b,e-f, 2.7b-c, 4.1, 4.4–4.5* | O’Connor (2014) Ch.5 |  |
| Week 11 10/29  | Reading & Assessing Irregular Words | *1.1–1.3, 2.1a-d, 2.3a-b,d-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. Ch.7  | Lesson: Phonics |
| Week 11 10/31  | Reading & Assessing Irregular Words | *1.1–1.3, 2.1a-d, 2.3a-b, d-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. Ch.7  |  |
| Week 12 11/5  | Reading Multi-Syllabic Words: Syllabication | *1.1–1.3, 2.1a-d 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | Hougen & Smartt Ch. 9  | Lesson: Irregular Words |
| Week 12 11/7  | Reading Multi-Syllabic Words: Syllabication | *1.1–1.3, 2.1a-d, 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. Ch.8  |  |
| Week 13 11/12  | Reading Multi-Syllabic Words: Syllabication | *1.1–1.3, 2.1a-d 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. Ch.8  | Lesson: Complete Literacy |
| Week 13 11/14  | Reading Multi-Syllabic Words: Syllabication | *1.1–1.3, 2.1a-d 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. Ch.8  |  |
| Week 14 11/19  | Reading Multi-Syllabic Words: Morphology | *1.1–1.3, 2.1a-d, 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. pp. 42–47, 304–307 | Learning Activity: Screening Part II |
| Week 14 11/21  | Reading Multi-Syllabic Words: Morphology | *1.1–1.3, 2.1a-d, 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | O’Connor (2014) Ch.8 |  |
| Week 15 12/3  | Reading Multi-Syllabic Words: Other techniques | *1.1–1.3, 2.1a-d, 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | Honig et al. pp. 308–318 | Lesson: Multisyllabic Word Reading |
| Week 15 12/5   | Reading Multi-Syllabic Words: Other Techniques | *1.1–1.3, 2.1a-d, 2.3a-c,e-f, 2.7c, 4.1, 4.4–4.5* | O’Connor (2014) Ch.7 | \*Graduate Project Due |
| 12/10 | **Final Exam 12/10 10:30 AM – 12:30 PM**  |

**8. Course Requirements:** Students are required to: a) attend class and participate, b) read assigned materials prior to class sessions, and c) successfully complete all assignments and submit them to the instructor **no later than the designated date.**

Specific requirements include:

* 1. **Class Participation (15 points).** Students are expected to attend all class sessions, engage actively with the course content, and provide meaningful contributions. Note that “active participation” can occur in a variety of ways, including listening, writing, and speaking during lectures, discussions, and small-group activities. Frequent absences may curtail your opportunities to earn these points. Missing portions of classes, through persistent late arrival or early departure, may count toward the instructor’s determination of a student’s class attendance and participation (0.5 points per class).
	2. **Exams (50 points).** There will be two exams (midterm and final) during the semester. The midterm examination is scheduled during class hours and the cumulative final exam is scheduled during finals week. Both will include material covered in the text and class lectures. The test will include objective items (e.g., multiple-choice, true-false) and short answer/application items (25 points each).
	3. **Learning Activities (LA; 25 points).** There will be five learning activity assignments during the semester. These are designed to support the understanding and application of foundational literacy skills. Specific directions are located on Canvas (5 points each).
	4. **Lessons (180 points).** Each student will plan and implement six literacy lessons which you will record on video. Specific directions are located on Canvas (30 points each).
	5. **Graduate Student Project (30 points).** Graduate students will review a literacy intervention program of choice. They will note the presence/absence of quality components of an early literacy program and summarize their findings.

**9. Grading and Evaluation**:

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| **Undergraduate Requirements** | **Points** | **Percentage**  |  | **Graduate****Requirements** | **Points** | **Percentage** |
| Class Participation  | 15 | 10% |  | Class Participation  | 15 | 5% |
| Exams | 50 | 35% |  | Exams | 50 | 25% |
| Learning Activities  | 25 | 20% |  | Learning Activities  | 25 | 20% |
| Lessons | 180 | 35% |  | Lessons | 180 | 25% |
|  |  |  |  | Graduate Project | 30 | 25% |
| **TOTAL** | **270** | **100%** |  | **TOTAL** | 300 | 100% |

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| **Grading Scale:** |
| 90-100 | A |
| 89-80 | B |
| 79-70 | C |
| 69-60 | D |
| Below 59 | F |
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### 10. ****Course Responsibilities and Policies****

* *Be responsible:*This is your education. Manage your time and responsibilities for this course.
* *Be attentive:* Minimize your distractions so you can learn best while you are in class. Ask questions, share your thoughts. The more you speak out, the more you learn.
* *Be considerate to others:*I value everyone’s viewpoint and want to foster a safe environment for open discussions and personal growth in our class. Therefore, we need to listen to others with understanding, use appropriate language, and convey respect. Maintain confidentiality of any personal information shared during class.
* *Communicate any issues as early as possible:* Communicating questions or concerns about material or assignments as soon as you can is key to your success.

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| Artificial Intelligence (AI):  | **In this course, it is expected that all submitted work is produced by the students themselves.** Students are permitted to use Generative AI Tools such as ChatGPT as a **supportive tool for brainstorming ideas and editing**. To maintain academic integrity, **students must disclose any use of AI-generated material.** Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].” |
| Assignments | Written assignments are expected to be 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 must be turned in the day and time they are due. Assignments must be turned in by the student completing the assignment.Late assignmentswill be accepted up to one week following the deadline with a 10% penalty deduction per day [Deduction does not apply to university-approved excuse].If a student misses turning in an assignment and has a university-approved excuse, 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.** |
| Attendance:  | Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.  |
| Communication:  | Students are responsible for checking tigermail and Canvas at least once every 24 hours. Be sure to set your Canvas notifications so that you receive alerts when announcements are posted, assignments are due, a grade is released, messages are received, comments are made on assignments, etc.  |
| Documented 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, military orders, and religious holidays. Students who wish to have an excused absence from 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](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) for more information on excused absences. |
| Email Communication:  | I will respond to emails sent to vms0025@auburn.edu within 48 hours Monday through Friday during regular work hours. **Please include the course number followed by the purpose of the email in the subject heading** (Example: RSED 3000 Homework Question).  |
| Make-Up Policy: | Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student as soon as possible but no later than **one week** of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within one week of the date that the student initiates arrangements for it. Except in extraordinary circumstance, 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*electronic.* |
| Step 1-2-3-Email: | Step 1: Refer to your syllabus or assignment directionsStep 2: Ask your Peer Pal from classStep 3: Visit my office hours – seriously, I want to see you! Email Me |

##  University and College of Education Policies

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| Academic Honesty: | All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. 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.  |
| Classroom Behavior: |  The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy. |
| Course Contingency: |  If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. |
| 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 |
| 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>. |
| Students with Disabilities:  | Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at:ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is in Haley Center 1228. |