

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **Course Number: RSED 5150/6150**

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

**Credit Hours:** 3 semester hours

**Date Syllabus Prepared**: Updated June 2024

**2. Term:** Fall 2024

**Day/Time:** T/R, 8:00 AM – 9:15 AM

**Location:** Draughon Library 4133

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

**Office Address**: Haley Center 1234C

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

**Office Hours:**  By appointment

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

* Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties* (3rd ed.). Guilford Press.
  + [*http://aub.ie/allaccess*](http://aub.ie/allaccess)



* + Other readings are available on Canvas.

**5. Course Description:** This course is designed to provide students with instructional strategies in 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 – Vocabulary** 
  + **Recognize, explain, and apply** explicit instruction in vocabulary for Tier 2 and 3 words, as well as incidental instruction in the context of texts (most Tier 1 words). *2.5a*
  + **Recognize, explain, and apply** in practice considerations for the role and characteristics of direct and indirect (incidental) methods of vocabulary instruction, including morphology. *2.5b*
  + **Recognize, explain, and apply** in practice considerations for the sources of wide differences in students’ vocabularies. *2.5c*
* **Standard 2: Structured Literacy – Listening and Reading Comprehension** 
  + **Recognize, explain, and apply** comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text. *2.6a*
  + **Apply** in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR. *2.6b*
  + **Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. *2.6c*
* **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 1  8/20 | Welcome/Overview  Foundations of Reading Comprehension | *1.1–1.3* | Syllabus  Vaughn et al. (2024) Ch.1 |  |
| Week 1  8/22 | Foundations of Reading Comprehension | *1.1–1.3* | Vaughn et al. (2024) Ch.1 |  |
| Week 2  8/27 | Assessing Reading Comprehension | *4.1, 4.4–4.5* | Vaughn et al. (2024) Ch.2 |  |
| Week 2  8/29 | Assessing Reading Comprehension | *4.1, 4.4–4.5* | Vaughn et al. (2024) Ch.2 |  |
| Week 3  9/3 | Vocabulary Instruction & Assessment: Foundations | *1.1–1.3, 2.1a-d, 2.5a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024) Ch.3 pp. 44–52 | Learning Activity: Screening Part I |
| Week 3  9/5 | Vocabulary Instruction & Assessment: Specific Word Instruction | *1.1–1.3, 2.1a-d, 2.5a-c* | Beach et al. (2015) |  |
| Week 4  9/10 | Vocabulary Instruction & Assessment: Specific Word Instruction | *1.1–1.3, 2.1a–2.1d, 2.5a-c* | Vaughn et al. (2024) Ch.3 pp. 52–57 | Learning Activity: Identifying and Defining Words |
| Week 4  9/12 | Vocabulary Instruction & Assessment: Independent Word Learning Strategies | *1.1–1.3, 2.1a–2.1d, 2.5a-c* | Vaughn et al. (2024) Ch.3 pp. 57–63 |  |
| Week 5  9/17 | Vocabulary Instruction & Assessment: Independent Word Learning Strategies | *1.1–1.3, 2.1a–2.1d, 2.5a-c* | Graves et al. (2017) | Lesson: Vocabulary (Specific Word Instruction) |
| Week 5  9/19 | Before Reading - Previewing, Predicting, and Prior Knowledge | *1.1–1.3, 2.1a-d,*  *2.6a-c* | Vaughn et al. (2024) Ch.4 pp. 66–72, 180, 183 |  |
| Week 6  9/24 | Before Reading - Previewing, Predicting, and Prior Knowledge | *1.1–1.3, 2.1a-d,*  *2.6a-c* | Vaughn & Bos (2022) Previewing | Lesson: Vocabulary (Independent) |
| Week 6  9/26 | During and After Reading – Monitoring Comprehension | *1.1–1.3, 2.1a-d,*  *2.6a-c* | Vaughn et al. (2024) Ch. 4 pp. 72–80, 204 |  |
| Week 7  10/1 | During and After Reading – Monitoring Comprehension | *1.1–1.3, 2.1a-d,*  *2.6a-c* | Vaughn & Bos (2022) Questioning | Lesson: Previewing the Text |
| Week 7  10/3 | During and After Reading – Synthesizing Information | *1.1–1.3, 2.1a-d,*  *2.6a-c* | Vaughn et al. (2024) Ch. 4  pp. 80–83, 187–192 |  |
| Week 8  10/8 | **Midterm Exam** |  |  |  |
| Week 9  10/15 | Narrative Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d,*  *2.6a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024) Ch. 5 pp. 92–100 |  |
| Week 9  10/17 | Narrative Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d,* | Vaughn et al. (2024) Ch. 4 pp. 84–91 |  |
| Week 10 10/22 | Narrative Text Structure & Strategies to Support Reading Comprehension | *2.6a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024)  pp. 197–200 | Learning Activity: Observation Part I |
| Week 10 10/24 | Narrative Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d,* | Vaughn et al. (2024) Ch. 6 pp. 115–117 |  |
| Week 11 10/29 | Informational Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d, 2.6a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024) Ch. 5 pp. 101–104 | Lesson: Narrative Text Comprehension |
| Week 11 10/31 | Informational Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d, 2.6a-c, 4.1, 4.4–4.5* | Roehling et al. (2017) |  |
| Week 12  11/5 | Informational Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d, 2.6a-c, 4.1, 4.4–4.5* | Zimmerman & Reed (2020) | Learning Activity: Observation Part II |
| Week 12  11/7 | Informational Text Structure & Strategies to Support Reading Comprehension | *1.1–1.3, 2.1a-d, 2.6a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024) Ch. 6 pp. 105–114 |  |
| Week 13 11/12 | Supporting the Comprehension of Diverse Learners | *1.1–1.3, 2.1a-d, 2.6a-c, 3.1–3.3* | Vaughn et al. (2024) Ch. 7 | Lesson: Informational Text Comprehension |
| Week 13 11/14 | Supporting the Comprehension of Diverse Learners | *1.1–1.3, 2.1a-d, 2.6a-c, 3.1–3.3* | Vaughn et al. (2024) Ch. 7 |  |
| Week 14 11/19 | Intensifying Comprehension Instruction | *1.1–1.3, 2.1a-d, 2.6a-c, 3.1–3.3, 4.2–4.4* | Vaughn et al. (2024) Ch. 8 | Learning Activity: Program Evaluation |
| Week 14 11/21 | Intensifying Comprehension Instruction | *1.1–1.3, 2.1a-d, 2.6a-c, 3.1–3.3, 4.2–4.4* | Vaughn et al. (2024) Ch. 8 |  |
| Week 15  12/3 | Multicomponent Comprehension Instruction | *1.1–1.3, 2.1a-d, 2.6a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024) Ch. 9 | Lesson: Comprehensive |
| Week 15  12/5 | Multicomponent Comprehension Instruction | *1.1–1.3, 2.1a-d, 2.6a-c, 4.1, 4.4–4.5* | Vaughn et al. (2024) Ch. 9 |  |
| 12/11 | **Final Exam, Wednesday, 12/11 8:00 AM – 10:00 AM** | | | |

**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 (5 points each).
  4. **Lessons (180 points).** Each student will plan and implement six literacy lessons which you will record on video (30 points each).

**9. Grading and Evaluation**:

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| **Requirements** | **Points** | **Percentage** |  | **Grading Scale:** | |
| Class Participation | 15 | 10% |  | 90-100 | A |
| Exams | 50 | 35% |  | 89-80 | B |
| Learning Activities | 25 | 20% |  | 79-70 | C |
| Lessons | 180 | 35% |  | 69-60 | D |
| **TOTAL** | **270** | **100%** |  | Below 59 | F |

### 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 assignments will 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](mailto: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 circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. |
| Step 1-2-3-Email: | Step 1: Refer to your syllabus or assignment directions  Step 2: Ask your Peer Pal from class  Step 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](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is in Haley Center 1228. |