**Auburn University**

**Department of Special Education, Rehabilitation, & Counseling**

**RSED 5130/6130 Curriculum in Secondary: Literacy, Content and Postsecondary Preparation (3 hours credit)**

Pre-requisites: admission to teacher education

**Time/Place:** Thurs., 9:30-11:55am HC 2196

**Instructor Information**

Dr. Vanessa Hinton

Office: 1224B

Email: vmh0002@auburn.edu

**\*\*** All communication with the instructor should come through AU email above. Check your AU email and send your instructor course questions, requests for feedback, and information about absences using the email addresses above.

**Office Hours:** by appointment

**Date Syllabus prepared:** December 2023

**Texts**

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

Dieker, L. A., & Hines, R. A. (2014). Strategies for teaching content effectively in the inclusive secondary classroom. Pearson.

Course Description: Program organization and development of basic and supplementary materials for guiding teachers, faculties and school systems in the continuous improvement of curriculum and teaching practices related to literacy and the secondary education and transition of adolescents and young adults with disabilities.

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic and Outcome | Readings  | Assignments due |
| Week 1 | Vocabulary: explain the importance of teaching vocabulary, assess vocabulary knowledge and growth, choose words to teach explicitly  | Hougen and Smart Ch 12 |  |
| Week 2 | Vocabulary: model use of semantic maps, implement vocabulary development strategies, explain how morphology supports vocabulary growth  | Hougen and Smart Ch 12 |  |
| Week 3 | Comprehension Instruction: Identify key comprehension strategies taught in grades K-3 and identify the eight steps of a comprehension instructional routine  | Hougen and Smart Ch 13 | Anchor lesson due in class |
| Week 4 | Comprehension Instruction: Plan comprehension instruction for grades K-3 | Hougen and Smart Ch 13 | Video comprehension strategy lessondue in class |
| Week 5 | Comprehension Instruction: Explain reading skills students should possess to read strategically and comprehend, identify and explain reading comprehension interventions to promote reading understanding , explain how to assess reading comprehension  | Hougen and Smart Ch 14 |  |
| Week 6 | Comprehension instruction: Design reading comprehension lessons for students in grades 4-6 | Hougen and Smart Ch 14 | Video Get the Gist lesson |
| Week 7 | Disciplinary Literacy: Explain how texts in discipline differ and how experts read and write in their field, identify and model unique skills that are essential for reading across disciplines  | Hougen and Smart Ch 15 |  |
| Week 8 | Disciplinary Literacy: adapt literacy strategies to discipline specific texts, use formative assessment to determine how well a student reads texts form different disciplines, organize lessons that address discipline-specific standards  | Hougen and Smart Ch 15 |  |
| Week 9 | Reading in secondary classrooms  | Hines and Dieker Ch 6 | Quizzes due |
| Week 10 | Writing, Listening, and speaking Across Content Areas  |  | Video POW + TREE lesson due |
| Week 11 | Mathematically Literate Students  | Hines and Dieker Ch 7 |  |
| Week 12 | Scientific Knowledge  | Hines and Dieker Ch 8 | Video CRA fraction lesson due |
| Week 13 | Secondary Social Studies  | Hines and Dieker Ch 9 |  |
| Week 14 | Life Beyond School | Hines and Dieker Ch 10 |  |
| Week 15 | Life Beyond School | Hines and Dieker Ch 12 |  |

**Course Requirements and Evaluation** Students enrolled in 5130 and on-campus 6130 sections are required to: a) follow university health and safety guidelines, b) successfully complete all required projects and submit on Canvas no later than the date designated for each project, c) take all required exams, d) attend class whether in-person or via Zoom (on-campus students) or regularly watch recordings and attend Zoom conferences (distance).

Students enrolled in 6130-D-01 are required to: a) watch all class recordings within a week of the posting, b) successfully complete all required projects and give to the instructor no later than the date designated for each project, c) take all required exams, d) schedule Zoom conferences for project assistance, and e) encouraged to read assigned materials prior towatching classes.

**Anchor Lesson (undergraduate students only)- a written plan for an anchor lesson that introduces a strategy will be completed. The anchor lesson will have a touchstone that will include a visual for the students that is an indicator the instructor is going to demonstrate the strategy. An anchor chart will also be created. The touchstone and anchor chart will be tied to a strategy in the text. The anchor lesson should also introduce the strategy accurately.**

**Comprehension Strategy Video**- a video of the teacher candidate implementing a lesson in which the teacher candidate models the strategy tied to the anchor lesson from the previous assignment. The teacher candidate pre-teaches any decoding and words to increase the likelihood of students being able to read the text. The teacher candidate writes out ahead of time one thoughtful question before instruction that helps prompt students for comprehension. The teacher candidate also writes prompts to aid thought for during instruction that guide comprehension. The teacher then demonstrates reviewing and practicing with students phonics for reading, the thoughtful question before modeling, models the use of the strategy; and uses the prompts during guided practice as students and the teacher candidate read text together in the video.

**Get the Gist Video**- a video of the teacher candidate implementing collaborative strategic reading with a graphic organizer. The teacher candidate makes a graphic organizer to use in the lesson. The teacher candidate models a preview and then uses guided practice in which the teacher candidate and students preview together. The teacher candidate models click and clunk and then uses guided practice in which the teacher candidate and students preview together. The teacher candidate models get the gist and then uses guided practice in which the teacher candidate and students do get the gist together. The teacher candidate models wrap up and then uses guided practice in which the teacher candidate and students wrap up together.

**POW + TREE Video**- a video of the teacher candidate implementing POW+TREE using the graphic organizer. The teacher candidate models writing and then uses guided practice in which the teacher candidate and students write together. The teacher then models editing and the teacher candidate and student edit the written work together.

**CRA Fraction Video**- a video of the teacher candidate implementing CRA fraction instruction using a number line. The teacher candidate models fraction applications and then uses guided practice in which the teacher candidate and students solve fraction applications together.

**Quizzes-** Based on readings, class presentations, and discussion you will complete two quizzes total: a quiz on literacy across content areas, and a quiz on literacy and learners who are English Learners.

 **Class Activities (bonus 5 points applicable to final grade):** Students will engage in activities and exercises related to course material during each class meeting. This includes scheduled individual conferences which will not be made up without prior notice of absence due to university approved excuse. These exercises cannot be made up if absent from class. Points will be earned based on attendance and active participation. Participation is defined having **camera on** when using Zoom. It is the student’s responsibility to ensure that she/he is counted as present. For students with **a 100%** participation of class activities **without any absences**, 5 extra points will be earned.

Distance education students will be given credit based on their participation in Canvas after each class meeting. In order to be present, one must watch within a week of the class meeting. Canvas tracks each student’s access to videos and class materials. The instructor will verify the distance student’s activity on Canvas on a weekly basis.

**Graduate Student Research Summary (10 points)** Graduate students with find a research article published within the field of special education in which researchers implemented an instructional strategy or intervention related to the development of vocabulary or reading comprehension. Students will use the article to write a one-page summary of the article that includes conclusions about the strategy’s practical use in a classroom setting.

**Grading and Evaluation:**

Undergraduate student performance in class will be determined according to the following scale: A = 100-90%, B = 89-80%, C = 79-70%, D = 69-65%, F = 64% and below

Graduate student performance in class will be determined according to the following scale:

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-65%, F = 64% and below

**Grading and Evaluation Table**

| **Undergraduate Assignments** | **Pts** | **Graduate Assignments**  | **Pts** |
| --- | --- | --- | --- |
| Written Anchor Lesson  | 10 | Graduate Research Summary | 10 |
| Video Comprehension Strategy  | 20 | Video Comprehension Strategy  | 20 |
| Video Get the Gist | 20 | Video Get the Gist | 20 |
| Quiz 1 | 15 | Quiz 1 | 15 |
| Quiz 2 | 15 | Quiz 2 | 15 |
| Video CRA Fraction Instruction  | 20 | Video CRA Fraction Instruction  | 20 |
|   |  |  |  |
| **Total** |  | **Total** |  |

\*\* Class Activity points are bonus points and not included to average scores for the grade. Instead they are added at the end of the semester to the final grade.

**Class Policies**

**Attendance:** Students are expected to attend class and participate in class discussions and activities. Attendance for RSED 5130 is defined as presence in the classroom.

**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 and drafts must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. Tests must be completed through Canvas on the assigned day. **No late assignments or late test submissions** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified later as a university approved excuse. When prior notice is provided and the student has a university approved excuse, they will have **one week** from the time they return to class to turn in the assignment.

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

**Canvas does not accept assignments after the class start time. Any assignment emailed to the instructor with a time stamp after class meeting time will not be accepted.**

**Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) 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.

***Testing Positive for COVID-19***

If I am unable to attend our face-to-face portions of the class, we will transition to a fully online synchronous course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence (e.g., email)
* Watch class on Canvas with same guidelines as 6130-D-01section.

***Possibility of Going Remote***

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.The tentative plan in this case is for synchronous format using Zoom.

***Zoom Policies***

If we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your **video on** and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal face to face classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**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 a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor 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).

**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.

**Contingency Plan:** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.