

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

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

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

 **Credit Hours:** 3 semester hours

**Date Syllabus Prepared**: Updated November 2024

**2. Term:** Spring 2025

**Day/Time:** T/R, 8:00 AM – 9:15 AM

**Location:** Haley Center 1212

**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.

Other readings, as assigned, 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 – 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 – Automatic-Fluent Reading of text**
	+ **Recognize and explain** the importance of accurate and automatic word reading and language comprehension for building reading comprehension. *2.4a*
	+ **Explain** how appropriate technologies can assist students with serious limitations in reading fluency.*2.4b*
	+ **Explain and apply** a variety of research-based instructional practices to support the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and learners’ motivation to read.*2.4c*
	+ **Recognize, explain, and apply** in practice a variety of scientifically evidence-based instructional strategies for building fluency using informed instruction and progress monitoring techniques. *2.4d*
* **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 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** **(due prior to class)** | **Assignments** **(due prior to class)** |
| Week 11/14 | Course Overview & Expectations  |  | Class SyllabusClass Canvas  |  |
| Week 11/16 | Foundations of Literacy Acquisition  | *1.1–1.3; 2.1a-d* | Theoretical Models of Reading  |  |
| Week 21/21 | Principles and Practices of Structured Literacy | *1.1–1.3; 2.1a-d* | Spear-Swearling (2018)pp. 201–203 |  |
| Week 21/23 | Principles and Practices of Structured Literacy | *1.1–1.3; 2.1a-d* | Spear-Swearling (2018)pp. 204–211 | Learning Activity: 240Tutoring Quiz 1 |
| Week 31/28 | Understanding Advanced Word Study  | *2.3a-f* | Hougen & Smartt, Ch. 9, pp. 153–156 |  |
| Week 31/30 | **VIRTUAL CLASS**Approaches to Advanced Word Study | *2.3a-f* | Hougen & Smartt, Ch. 9, pp. 157–162 |  |
| Week 42/4 | Advanced Word Study: Syllabication  | *2.3a-f* | Honig et al., Ch. 8 pp. 260–265; 36–37 | Literacy Portfolio Progress |
| Week 42/6 | Advanced Word Study: Syllabication | *2.3a-f* | Honig et al., Ch. 8 pp. 272–303 |  |
| Week 52/11 | Advanced Word Study: Morphology | *2.3a-f* | Honig et al., Ch. 8 pp. 42–47 | Learning Activity: Syllabication |
| Week 52/13 | Advanced Word Study: Morphology | *2.3a-f* | Honig et al., Ch. 8 pp. 266, 304–307 |  |
| Week 62/18 | Advanced Word Study: Flexible Strategies | *2.3a-f* | Honig et al., Ch. 8 pp. 267, 308–313 | Learning Activity: Morphology |
| Week 62/20 | Advanced Word Study: Flexible Strategies | *2.3a-f* | Honig et al., Ch. 8 pp. 267, 308–313 |  |
| Week 72/25 | Comprehensive Review of Phonics and Advanced Word Study | *2.3a-f; 4.1, 4.4-4.5* | 240Tutoring Word Analysis |  |
| Week 72/27 | Comprehensive Review of Phonics and Advanced Word Study | *2.3a-f; 4.1, 4.4-4.5* | 240Tutoring Word Analysis | Lesson: Advanced Word Study |
| Week 83/4 | **Exam 1**  |  |  | Learning Activity: 240Tutoring Quiz 2 |
| Week 83/6 | Understanding Fluent Reading of Text  | *2.4a-d* | Hougen & Smartt, Ch.11pp. 183–187 |  |
| Week 93/18 | Assessing Fluent Reading of Text  | *2.4a-d* | Hougen & Smartt, Ch.11pp. 188–193 |  |
| Week 93/20 | Assessing Fluent Reading of Text  | *2.4a-d* | DIBELS ORF Manual  |  |
| Week 103/25 | Developing Fluent Reading of Text | *2.4a-d* | Hougen & Smartt, Ch.11pp. 194–201 | Learning Activity: Fluency Data  |
| Week 103/27 | Developing Fluent Reading of Text | *2.4a-d* | Honig et al., Ch. 10 pp. 363–369; 374–383 |  |
| Week 114/1 | Developing Fluent Reading of Text | *2.4a-d* | Honig et al., Ch. 10 pp. 384–397 | Literacy Portfolio Review |
| Week 114/3 | Comprehensive Review of Advanced Word Study and Fluency | *2.3a-f; 2.4a-d; 4.1, 4.4-4.5* | 240Tutoring Fluency |  |
| Week 124/8 | Comprehensive Review of Advanced Word Study and Fluency | *2.3a-f; 2.4a-d; 4.1, 4.4-4.5* | 240Tutoring Fluency | Learning Activity: 240Tutoring Quiz 3 |
| Week 124/10 | Understanding Vocabulary  | *2.5a-c* | Hougen & Smartt, Ch.11pp. 202–206 |  |
| Week 134/15 | Approaching Vocabulary Instruction | *2.5a-c* | Hougen & Smartt, Ch.11pp. 206–213 | Lesson: Fluency |
| Week 134/17 | Specific Activities for Vocabulary Instruction  | *2.5a-c* | Hougen & Smartt, Ch.11 pp. 213–221 |  |
| Week 144/22 | Comprehensive Review of Advanced Word Study, Fluency, and Vocabulary | *2.3a-f; 2.4a-d; 2.5a-c; 4.1, 4.4-4.5* | 240Tutoring Vocabulary | Learning Activity: Vocabulary  |
| Week 144/24 | Comprehensive Review of Advanced Word Study, Fluency, and Vocabulary | *2.3a-f; 2.4a-d; 2.5a-c; 4.1, 4.4-4.5* | 240Tutoring Vocabulary |  |
| Week 154/29 | **Exam 2** |  |  | Learning Activity: 240Tutoring Quiz 4 |
| 5/1 | **GRADUATE PROJECT DUE BY 11:59 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).** All students are expected to attend/view 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 viewing, 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. Distance students have one week from class video posting to view through Panopto. Panopto tracks minutes viewed and will be used to provide participation points (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; 40 points).** There will be eight 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 and at the end of this syllabus (5 points each).
		1. 240Tutoring Quiz 1. Submit a report for one Phonics Quiz. You must have 80% or above for class credit.
		2. Syllabication. Complete a graphic organizer for syllabication and division principles and the assigned questions regarding syllabication practices.
		3. Morphology. Complete the assigned questions regarding morphological instruction.
		4. 240Tutoring Quiz 2. Submit a report for one Word Analysis Quiz. You must have 80% or above for class credit.
		5. Fluency Data. Complete the assigned questions regarding interpretation of fluency data.
		6. 240Tutoring Quiz 3. Submit a report for one Fluency Quiz. You must have 80% or above for class credit.
		7. Vocabulary. Complete the assigned questions regarding vocabulary instruction.
		8. 240Tutoring Quiz 4. Submit a report for one Vocabulary Quiz. You must have 80% or above for class credit.
	4. **Lessons (60 points).** Each student will plan and implement two literacy lessons which you will record on video (30 points each).
		1. Lesson - Advanced Word Study. Prepare a lesson that targets decoding of multisyllabic words. You can select syllabication, morphology, or a flexible strategy to showcase in your lesson.
		2. Lesson – Fluency. Prepare a lesson that targets fluency. You can select a recommended strategy from your textbook.
	5. **Literacy Portfolio (5 points).** Each student will work toward building their literacy portfolio. This semester students will implement at least one lesson at their field placements and document progress toward their literacy checklist.
		1. Literacy Portfolio Progress. Identify a literacy lesson plan that you will teach in your practicum placement. Create a schedule for finalizing the lesson plan and implementation.
		2. Literacy Portfolio Review. Reflect on your planned schedule. Reflect on whether you have met your goal or if you need to adjust.
	6. **Graduate Student Project (20 points):** Graduate students will identify a student in their placement that needs literacy instruction in advanced word study, fluency, and/or vocabulary. Graduate students will design a literacy intervention tailored to the student including a comprehensive review of literacy data and evaluation of appropriate strategies.

**9. Grading and Evaluation**:

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| **Undergraduate Requirements** | **Points** | **Weighted Percentage**  |  | **Grading Scale:** |
| Class Participation  | 15 | 10% |  | 90-100 | A |
| Exams | 50 | 30% |  | 89-80 | B |
| Learning Activities  | 40 | 20% |  | 79-70 | C |
| Lessons | 60 | 30% |  | 69-60 | D |
| Literacy Portfolio | 5 | 10% |  | Below 59 | F |
| **TOTAL** | **170** | **100%** |  |  |  |
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| **Graduate Requirements** | **Points** | **Weighted Percentage**  |  | **Grading Scale:** |
| Class Participation  | 15 | 10% |  | 90-100 | A |
| Exams | 50 | 30% |  | 89-80 | B |
| Learning Activities  | 40 | 20% |  | 79-70 | C |
| Lessons and Graduate Project  | 80 | 30% |  | 69-60 | D |
| Literacy Portfolio | 5 | 10% |  | Below 59 | F |
| **TOTAL** | **190** | **100%** |  |  |  |

### 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 [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)) 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.  |
| 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.  |
| 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 ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for details of this policy. |
| 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, 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
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| 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 located in Haley Center 1228. |