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| RSED 5150/6150Elementary Teaching Methods in Special Education***Summer 2021******Tuesdays and Thursdays 5:00-8:45******Haley 2213*****- - - - - - - - - -****Department of Special Education Rehabilitation and Counseling****College of Education**Instructor Information:**Vanessa Hinton****- - - - - - - - - -**2084 Haley Center334-844-7676vmh0002@auburn.eduOffice Hours: By appointment |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

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

**Course Title:** Elementary Teaching Methods in Special Education

**Credit Hours**: 3 semester hours

**Prerequisites:** None

1. **Data Syllabus Modified:** May 2021
2. **Texts:**

Hougen, M. C., & Smart, S. M. (2020). Fundamentals of literacy instruction and assessment Pre-K-6 2nd edition. Brooks. Please have your book with you in class. We will use the book often in discussions and learning.

\*text shared with RSED 5180/6180

1. **Course Objectives:**

Upon completion of this class the student will:

1. identify language systems (orthography, phonetics, phonology, morphology, syntax, and semantics)
2. Decoding/encoding activities major phonics content
3. Linking to decodable texts
4. Word patterns
5. Teaching irregular words
6. Syllable types, affixes, Greek & Latin Roots
7. Spelling (encoding) system of English necessary along with phonological skills
8. Corresponding speech and print
9. Links between vocabulary and comprehension
10. Inferencing
11. Relationship between reading and listening comprehension
12. Comprehension monitoring
13. Research based methods to teach advanced word knowledge, vocabulary, and comprehension for students who require multi-tiered support that includes error correction and multisensory instruction
14. Research based methods to teach writing for students who require multi-tiered support includes error correction and multisensory instruction
15. Explicit and systematic instruction for English Language Arts
16. Alabama Course of Study for content
17. Guided practice based on formative data
18. **Tentative Course Content and Schedule:**

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| --- | --- | --- |
| **Date** | **Topics** | **Reading/Assignments/Materials** |
| 5/20 | Advanced Word StudyFluency | Advanced Word Study Tables  |
| 5/25 | Comprehension Grades K-3 |  |
| 5/27 | Research Based Instruction for advanced word knowledge, vocabulary, and comprehension that is multi-sensory and explicit Grades K-3.  |  |
| 6/1 | Comprehension Grades 4-6 | Video Comprehension Grades K-3 |
| 6/3 | Research Based Instruction for advanced word knowledge, vocabulary, and comprehension that is multi-sensory and explicit Grades K-3. |  |
| 6/8 | Literacy Across Content Literacy Across Content and English Language Learners | Quiz Literacy Across ContentQuiz ELL |
| 6/10 | Meaningful Writing Instruction | Video Comprehension Grades 4-6 |
| 6/15 | Research Based Instruction for writing  |  |
| 6/17 | Research Based Instruction for writing | SRSD Writing Assignment |
| 6/22 | Technology and Reflection Review | Interview |
| TBD |  | Comprehensive Test |
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1. **Course Requirements/Evaluation:**

**Advanced Word Study Tables**

Based on readings, class presentations, and discussions you will create two tables. One will outline the six syllable types, rules, and word examples of each. The other table will include letters, phonemes, graphemes, morphemes, and origins of words provided to you.

**Fluency Reflection**

Based on readings, class presentations, and discussion you will write a reflection for fluency instruction. You will answer: What is the goal of fluency instruction, What is NOT the goal, What are levels of fluency reading, and What are methods of fluency reading instruction?

**Comprehension Videos**

You will create two videos of yourself implementing instruction of a reading comprehension strategy for K-3 and Collaborative Strategic Reading for 4-6. The videos will be viewed in class and discussed.

**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.

**SRSD Work Sample**

You will work with a student using the support stage of SRSD. You will write up a description of how you provided cues and prompts to support the student in the creation of the work sample. You will also include a rubric for how you will monitor progress of the student’s writing that aligns with the work sample.

**Interview**

You will interview a classmate about reading instruction and what was learned in this class. Include recommendations. Take notes and submit notes for a grade. You do not have to include the name of the classmate you interviewed.

**Attendance**

Participation will be counted for *students* by timely completion of quizzes, participation in discussion boards, AND viewing of entire lecture recording.

**Comprehensive Exam**

Participation will be counted for *students* by timely completion of quizzes, participation in discussion boards, AND viewing of entire lecture recording.

**Grading**

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| **Assignments** | **Point Values** |  | **Grading Scale** |
| Advance Word Knowledge Assignment | 10 |  | 90-100 = | A |
| Fluency Reflection  | 10 |  | 80-89 = | B |
| Video Comprehension K-3  | 10 |  | 70-79 = | C |
| Video Comprehension 4-6 | 10 |  | 60-69 = | D |
| Quiz Literacy | 2.5 |  |  |  |
| Quiz ELL | 2.5 |  | Below 60 =  | F |
| SRSD Assignment  | 10 |  |  |  |
| Interview  | 5 |  |  |  |
| Attendance/Class Participation  | 15 |  |  |  |
| Comprehensive Test  | 25 |  |  |  |
| **Total** | **100** |  |  |  |

**COVID-19 Physical Distancing:** Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**FACE COVERING POLICY:** In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**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.

**ASSIGNMENTS/SCHEDULE SUBJECT TO CHANGE DUE TO PANDEMIC:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**IN THE EVENT A STUDENT TESTS POSITIVE:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**IN THE EVENT I TEST POSITIVE OR AM REQUIRED TO QUARANTINE:**

If I am unable to attend our F2F portions of the class, we will transition to a fully online 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**.**

**ZOOM POLICIES:**

When or 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 F2F 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.

**Class Policy Statements:**

***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/>).

***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.

* **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.
* For each day an assignment is late, 5% will be deducted from the final grade for 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.**

***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.

***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.