

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **Course Number: RSED 5180/6180/6180D**

**Course Title:** Literacy and Instructional Classroom Management

 **Credit Hours:** 3 semester hours

**Date Syllabus Prepared**: Updated March 2025

**2. Term:** Summer 2025 Mini-Semester I (5/19/2025-6/27/2025)

**Day/Time:** MW, 12:30 PM–4:15 PM

**Location:** College of Education Bldg. 2257

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

 **Office Address**: College of Education Bldg. 3152

 **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 are available on Canvas.

**5. Course Description:**This course is designed to provide students with an understanding of literacy development and the practical application and management of interventions to support written language, vocabulary, and reading comprehension. The focus of this class will be to discuss proactive approaches to supporting students’ literacy development. Students will be introduced to applied and research readings related to instructional management. These research findings will be integrated into discussions on the practical aspects of developing effective programs. After completing this class, students will be able to design and implement effective literacy and instructional strategies. May count RSED 5180 or RSED 6180.

**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 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*
	+ **Recognize, explain, and apply** in practice considerations for the appropriate use of assistive technology in written expression. *2.7e*
* **Standard 3: Knowledge of Diverse Reading Profiles, including Dyslexia**
	+ **Recognize and explain** the tenets of dyslexia and other reading and language deficiencies. *3.1*
	+ **Recognize and explain** state/federal laws that pertain to learning disabilities, including dyslexia and other reading and language deficiencies. *3.2*
	+ **Recognize, explain, and apply** how and why symptoms of reading difficulty change over time in response to intervention and instruction. *3.3*
* **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 and explain** core components of the Alabama model of Multi- Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3). *4.2*
	+ **Recognize and explain** knowledge of Alabama’s [Multi-Tier System of Support (MTSS)](https://www.alabamaachieves.org/al-multi-tier-system-of-supports/) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies. *4.3*
	+ **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 15/19 | Course Overview & ExpectationsFoundations of Literacy Acquisition & Structured Literacy | *1.1–1.3, 2.1a-d* | Class Syllabus & CanvasSpear-Swearling (2019) |  |
| Week 15/21 | General Approaches to Reading Comprehension – Before Reading  | *2.1a-d, 2.6a-c, 4.1, 4.4-4.5* | Hougen & Smartt, Ch.13 | 240Tutoring Quiz 1 |
| Week 25/26 | General Approaches to Reading Comprehension – During/After Reading  | *2.1a-d, 2.6a-c, 4.1, 4.4-4.5* | Hougen & Smartt, Ch.14 | 240Tutoring Quiz 2 |
| Week 25/28 | Narrative Text Structure & Strategies to Support Reading Comprehension | *2.1a-d, 2.6a-c, 4.1, 4.4-4.5* | Honig et al., Ch. 14 | 240Tutoring Quiz 3Learning Activity 1 |
| Week 36/2 | Informational Text Structure & Strategies to Support Reading Comprehension | *2.1a-d, 2.6a-c, 4.1, 4.4-4.5* | Honig et al., Ch. 15 | 240Tutoring CRQ |
| Week 36/4 | Comprehensive Review of Vocabulary and Reading Comprehension Development | *2.1a-d, 2.6a-c, 4.1, 4.4-4.5* | Duke et al. (2021) | 240Tutoring Test 1 |
| Week 46/9 | Strategic and Meaningful Early Writing Instruction | *2.1a-d, 2.7a-e, 4.1, 4.4-4.5* | Hougen & Smartt, Ch. 10 | Learning Activity 2 |
| Week 46/11 | Strategic and Meaningful Advanced Writing Instruction | *2.1a-d, 2.7a-e, 4.1, 4.4-4.5* | Hougen & Smartt, Ch. 16 | Lesson 1 |
| Week 56/16 | Supporting Diverse Learners | *3.1–3.3* | Hougen & Smartt, Ch. 17 | Learning Activity 3 |
| Week 56/18 | Literacy Assessment and Instruction Comprehensive Review  | *4.1-4.5* | Hougen & Smartt, Ch. 19  | 240Tutoring Test 2  |
| **6/26-6/27** | **Final Exam Period – All assignments due 6/26 by 11:59 PM**  | Lesson 2Learning Activity 4 |

**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 approximately 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. **Quizzes (30 points).** There will be six quiz assignments to prepare you for foundational literacy skills. Specific directions are located on Canvas (5 points each).
		1. 240Tutoring Quiz 1. Submit a report for Comprehension Quiz. You must have 80% or above for class credit.
		2. 240Tutoring Quiz 2. Submit a report for Assessment Quiz. You must have 80% or above for class credit.
		3. 240Tutoring Quiz 3. Submit a report for Instruction Quiz. You must have 80% or above for class credit.
		4. 240Tutoring CRQ. Submit a screenshot of the completed CRQs Overview & Study Prompt 1-4. All sections must be completed to receive class credit.
		5. 240Tutoring Practice Test 1. Submit a report of 1 practice test.
		6. 240Tutoring Practice Test 2. Submit a report of 1 practice test.

* 1. **Learning Activities (LA; 20 points).** There will be four 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).
		1. **Learning Activity 1 - Before/During/After Reading Activity.** Complete a mini lesson for either a before, during, or after reading activity.
		2. **Learning Activity 2 - Analysis of Test Performance.** Submit your plan for studying and passing the FORT assessment.
		3. **Learning Activity 3 - Supporting Diverse Learners.** Complete an analysis of student profiles to determine appropriate learning goals, assessment, instructional strategies, and accommodations.
		4. **Learning Activity 4 - Analysis of Test Performance.** Analyze your performance across the two practice tests and provide information regarding registration for the test.
	2. **Lessons (60 points).** Each student will plan and implement two literacy lessons which you will record on video (30 points each).
		1. Lesson – Reading Comprehension.
		2. Lesson – Written Expression.
	3. **Graduate Student Project (20 points):** Graduate students will identify a student in their placement that needs literacy support in comprehension or writing. 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:** |
| Participation  | 10 | 20% |  | 90-100 | A |
| Quizzes | 30 | 30% |  | 89-80 | B |
| Learning Activities  | 20 | 20% |  | 79-70 | C |
| Lessons | 60 | 30% |  | 69-60 | D |
| **TOTAL** | **120** | **100%** |  | Below 59 | F |
|  |  |  |  |  |  |
| **Graduate Requirements** | **Points** | **Weighted Percentage**  |  | **Grading Scale:** |
| Class Participation  | 10 | 20% |  | 90-100 | A |
| Quizzes | 30 | 30% |  | 89-80 | B |
| Learning Activities  | 20 | 20% |  | 79-70 | C |
| Lessons and Graduate Project  | 80 | 30% |  | 69-60 | D |
| **TOTAL** | **140** | **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 will be 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 [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 circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  |
| Revision Policy: | A student may revise a submitted assignment for another score using these guidelines: * All edits must be documented in a different color.
* You are allowed 1 revision only.
* You can only earn back 50% of the missed points (e.g., you missed 16 points on the lesson. Your revision can only earn back 8 points.).
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| 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, 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 at Haley Center 1228. |