A logo for Auburn College of Education


DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **Course Number: RSED 7400/7400D**

**Course Title:** Curriculum & Teaching in Specialization: Learning Strategies (DIV) **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:** TR, 12:30 PM–4:15 PM

**Location:** College of Education Bldg. 1424

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

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

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

**Office Hours:**  By appointment

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

* Reid, R., Lienemann, T. O., & Hagaman, J. L. (2013). *Strategy instruction for students*

*with learning disabilities,* 2nd Edition. The Guilford Press. ISBN-10: 9781462511983

* Other readings are available on Canvas.

**5. Course Description:**This course presents principles and procedures of strategy instruction. This course will emphasize research-supported strategies for individuals with high incidence disabilities. Students will engage in direct experiences and practice implementing instructional interventions appropriate for students with disabilities who participate in the general education curriculum.

**6. Course Objectives and Student Learning Outcomes:** After completion of this course, the student should be able to:

* Identify the steps of strategy instruction
* Discuss how/why strategic instruction might meet the needs of students with disabilities or at risk of failure
* Discuss how strategic instruction can be applied in a tiered intervention model
* Design and plan for the implementation of a learning strategy

**7.** **Course Content (Tentative Schedule):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture Topic** | **Assigned Readings**  **(due prior to class)** | **Assignments** |
| Week 1  5/20 | Syllabus  An Introduction to Strategy Instruction | Syllabus  Chapters 1 and 2 |  |
| Week 1  5/22 | The Self-Regulated Strategy Development Model (SRSD) | Chapter 3  McKeown et al. (2021) |  |
| **Week 1 5/25** | **Week 1 assignments are due on Sunday, 5/25 by 11:59 PM** | | **Week 1 Participation & Module**  **Asgmt.1: Identifying students and lesson topics** |
| Week 2  5/27 | Implementing SRSD | Chapter 4  Rogers et al. (2020) |  |
| Week 2  5/29 | Self-Regulation Strategies and Implementation | Chapter 5 & 6 |  |
| **Week 2**  **6/1** | **Week 2 assignments are due on Sunday, 6/1 by 11:59 PM** | | **Week 2 Participation & Module**  **Asgmt.2: SRSD Lesson Critique** |
| Week 3  6/3 | Creating Lesson Plans using the SRSD Model | Chapter 7 & 8 |  |
| Week 3  6/5 | Midterm Exam Available Online  (No class meeting) | Review materials |  |
| **Week 3**  **6/8** | **Week 3 assignments are due on Sunday, 6/8 by 11:59 PM** | | **Week 3 Participation & Module**  **Asgmt.3: Lesson Draft**  **Midterm Exam** |
| Week 4  6/10 | Strategies for Written Language | Chapter 9 & 10 |  |
| Week 4  6/12 | Strategies for Reading Comprehension | Chapter 11  Filderman et al. (2022) |  |
| **Week 4**  **6/15** | **Week 4 assignments are due on Sunday, 6/15 by 11:59 PM** | | **Week 4 Participation & Module**  **Asgmt.4: Article Reflection** |
| Week 5  6/17 | Study Skills Strategies & Mnemonics | Chapter 13 & 14 |  |
| Week 5  6/19 | NO CLASS – HOLIDAY | | |
| **Week 5**  **6/22** | **Week 5 assignments are due on Sunday, 6/22 by 11:59 PM** | | **Week 5 Participation & Module** |
| 6/26-6/27 | Final Exam Period |  | **Strategy Instruction Project Due 6/26, 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 (10 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 must watch class videos in its entirety through Panopto. Panopto tracks minutes viewed and will be used to provide participation points (1 point per class).
  2. **Class Modules (50 points).** There will be **five** class modules during the semester. These are designed to support your learning of key terms and concepts in the readings and from lecture (10 points each).
  3. **Writing Assignments (20 points).** There will be **four** writing assignments during the semester. These are designed to support the understanding and application of learning strategies (5 points each).
  4. **Midterm Assessment (30 points).** You will complete **one** **60-minute online examination** (CANVAS). The exam will include a variety of question types, such as multiple choice, true/false, applied activities, and matching questions. All students will access and complete their exam via CANVAS. The exam is timed and must be completed during the allotted time and due date. The exam must be completed individually and must represent your own work and responses
  5. **Strategy Instruction Project (30 points).** Each student will choose one instructional strategy and develop an SRSD lesson to address the instructional strategy. Lessons must include clear strategy steps and graphic organizers. The written lesson must be written so that all delineated components are included.

**9.** **Grading and Evaluation**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Undergraduate Requirements** | **Points** | **Weighted Percentage** |  | **Grading Scale:** | |
| Class Participation | 10 | 20% |  | 90-100 | A |
| Class Modules | 50 | 20% |  | 89-80 | B |
| Writing Assignments | 20 | 20% |  | 79-70 | C |
| Midterm Assessment | 30 | 20% |  | 69-60 | D |
| Strategy Instruction Project | 30 | 20% |  | Below 59 | F |
| **TOTAL** | **180** | **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.

|  |  |
| --- | --- |
| 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](mailto: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.). |
| 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

|  |  |
| --- | --- |
| 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](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is at Haley Center 1228. |