

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **Course Number: RSED 5130/6130/6130D**

**Course Title:** Curriculum in Literacy for Students with Disabilities

 **Credit Hours:** 3 semester hours

**Date Syllabus Prepared**: Updated August 2025

**2. Term:** Fall 2025 (August 18, 2025-December 12, 2025)

**Day/Time:** Tues. and Thurs., 2:00 PM–3:15 PM

**Location:** College of Education Bldg., Room 1102

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

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

 **Email Address:** vms0025@auburn.edu

 **Office Hours:**  By appointment, please email to schedule.

**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 the understanding of language development, development of early literacy, and screening for early literacy deficits. This class will introduce language systems (orthography, phonetics, phonology, morphology, syntax, and semantics) and their role in the development of literacy. The course will provide opportunities for implementation of assessment and explicit system instruction in oral language, phonemic awareness, letter/sound correspondence, and basic 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 – Phonological & Phonemic Awareness**
	+ - **Recognize, explain, and apply** the rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes in the English language. *2.2a*
		- **Recognize, explain, and apply** in practice considerations for levels of phonological awareness. *2.2b*
		- **Recognize, explain, and apply** in practice considerations for phonemic awareness difficulties. *2.2c*
		- **Recognize, explain, and apply** in practice consideration for the progression of phonemic-awareness skill development across age and grade. *2.2d*
		- **Apply** in practice considerations for the general and specific goals of phonemic awareness instruction. *2.2e*
		- **Apply** in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. *2.2f*
		- **Apply** knowledge of various learners’ development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment. *2.2g*
	+ **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 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**  | **Standards**  | **Assigned Readings** | **Assignments** **(due prior to class)** |
| Week 1Aug. 19 | Course Overview & Expectations  |  | Class SyllabusClass Canvas  |  |
| Week 1Aug. 21  | Introduction to Literacy  | *1.1–1.3; 3.1–3.3* | Hougen & Smartt, Ch.1  |  |
| Week 2Aug. 26 | Foundations of the English Language  | *1.1, 2.1a, 2.2a, 2.3a, 2.3c* | Honig et al., Ch.1  |  |
| Week 2Aug. 28  | Foundations of the English Language  | *1.1, 2.1a, 2.2a, 2.3a, 2.3c* | Honig et al., Ch. 1  | Quiz 1: 240Tutoring Plan to Pass |
| Week 3 Sept. 2  | Critical Components of Structured Literacy  | *2.1a-d, 3.1–3.3,4.2-4.3* | Hougen & Smartt, Ch.2  |  |
| Week 3 Sept. 4  | Basics of Reading Assessment & Standards  | *3.1–3.3, 4.1–4.5* | Hougen & Smartt, Ch. 3 | Learning Activity 1: Phonemes |
| Week 4 Sept. 9  | Understanding and Teaching Early Literacy Skills | *1.1–1.3, 2.1a-d, 3.1–3.3* | Wasik & Hindman (2024)  |  |
| Week 4 Sept. 11 | Understanding and Teaching Early Literacy Skills | *1.1–1.3, 2.1a-d, 3.1–3.3* | Honig et al., Ch. 3  | Learning Activity 2: Observation |
| Week 5Sept. 16  | Understanding Phonological & Phonemic Awareness  | *1.1–1.3, 2.1a-d, 2.2a-b,d,g, 3.1–3.3, 4.1, 4.4–4.5* | Hougen & Smartt, Ch.7 pp. 108–117 |  |
| Week 5Sept. 18  | Phonological Awareness Instruction | *1.1–1.3, 2.1a-d, 2.2a-b,d,g, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch. 5 pp. 128–142 | Learning Activity 3: Planning Discussion & Reflection |
| Week 6 Sept. 23 | Phonological Awareness Instruction | *1.1–1.3, 2.1a-d, 2.2a-b,d,g, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch. 5 pp. 128–142 |  |
| Week 6 Sept. 25  | Phonemic Awareness Instruction | *1.1–1.3, 2.1a-d, 2.2a-g, 3.1–3.3, 4.1, 4.4–4.5* | Hougen & Smartt, Ch. 7 pp. 118–127 | Learning Activity 4: Draft Provocation Planner |
| Week 7 Sept. 30 | Phonemic Awareness Instruction | *1.1–1.3, 2.1a-d, 2.2a-g, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch.5 pp. 143–158 |  |
| Week 7 Oct. 2  | Comprehensive Review | *1.1–1.3, 2.1a-d, 2.2a-g, 3.1–3.3, 4.1–4.5* | [Iowa State University](https://iastate.pressbooks.pub/teachingearlyliteracy/chapter/chapter-2-foundations-of-early-literacy/)  | Quiz 2: 240Tutoring Emergent Literacy |
| Week 8 Oct. 7  | Phonological/Phonemic Awareness Lesson Roundtables |  | [Iowa State University](https://iastate.pressbooks.pub/teachingearlyliteracy/chapter/chapter-2-foundations-of-early-literacy/)  | Phonological/Phonemic Awareness Lesson |
| Week 8 Oct. 9  | **Fall Break** |  |  |  |
| Week 9 Oct. 14  | Understanding Phonics Instruction | *1.1–1.3, 2.1a-d, 2.3a-b,e-f, 3.1–3.3, 4.1, 4.4–4.5* | Hougen & Smartt, Ch. 8 |  |
| Week 9 Oct. 16  | Understanding Phonics Lessons | *1.1–1.3, 2.1a-d, 2.3a-b,e-f,3.1–3.3, 4.1, 4.4–4.5* | Hougen & Smartt, Ch. 8 | Learning Activity 5: Observation & Planning Discussion |
| Week 10 Oct. 21  | Phonics Instruction: Introduction of Letters and Sounds with Phonemic Awareness  | *1.1–1.3, 2.1a-d, 2.3a-b,e-f, 3.1–3.3, 4.1, 4.4–4.5* | Beck & Beck, Ch. 5 |  |
| Week 10 Oct. 23  | Phonics Instruction: Introduction of Letters and Sounds with Phonemic Awareness  | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,e-f, 3.1–3.3, 4.1, 4.4–4.5* | Beck & Beck, Ch. 5 | Learning Activity 6: Final Provocation Planner |
| Week 11 Oct. 28  | Phonics Instruction: Decoding and Encoding Practice  | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,e-f,3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch.6 pp. 181-182, 208–231 |  |
| Week 11 Oct. 30 | Phonics Instruction: Decoding and Encoding Practice  | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,e-f, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch.6 pp. 208–231 | Learning Activity 7: Reflection 2  |
| Week 12 Nov. 4  | Phonics Instruction: Decoding and Encoding Practice  | *1.1–1.3, 2.1a-d, 2.2a-g,2.3a-b,e-f, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch.6 pp. 208–231 |  |
| Week 12 Nov. 6 | Understanding Irregular Words  | *1.1–1.3, 2.1a-d,**2.3d-f, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch.7  | Learning Activity 8 : Planning Discussion |
| Week 13 Nov. 11 | Irregular Word Instruction | *1.1–1.3, 2.1a-d,**2.3d-f, 3.1–3.3, 4.1, 4.4–4.5* | Honig et al., Ch.7  |  |
| Week 13 Nov. 13  | Comprehensive Phonics Instruction: Sentence Reading  | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,d-f, 3.1–3.3, 4.1, 4.4–4.5* | Sound Partners, Sentence Reading Instructions | Learning Activity 9 : Reflection 3 |
| Week 14 Nov. 18  | Comprehensive Phonics Instruction: Book Reading  | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,d-f, 3.1–3.3, 4.1, 4.4–4.5* | Sound Partners, Book Reading Instructions |  |
| Week 14 Nov. 20 | Comprehensive Phonics Instruction: Assessment  | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,d-f, 3.1–3.3, 4.1, 4.4–4.5* | Beck & Beck, Assessment  | 240Tutoring Quiz 3 Phonics  |
| Week 15 Dec. 2  | Comprehensive Review | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b, 2.3d-f, 3.1–3.3, 4.1,–4.5* | Improving Literacy Brief | Lesson: Phonics |
| Week 15 Dec. 4   | Final Project Presentations | *1.1–1.3, 2.1a-d, 2.2a-g, 2.3a-b,d-f, 3.1–3.3, 4.1, 4.4–4.5* | Improving Literacy Brief | Learning Activity 10: Final Observation & Reflection |
| Finals Week | **Final Project & Graduate Project Due Dec. 9, 2025 by 11:59 PM** |

**8. Course Requirements:** To be successful in this course, students are expected to: a) attend all classes and actively participate, b) complete assigned readings prior to class, and c) submit all assignments by the designated deadlines**.**

Specific requirements:

* 1. **Class Participation (10 points).** Active engagement is essential. Students are expected to attend every class (approximately 0.35 points), contribute thoughtfully, and interact meaningfully with course content. Participation may include listening, writing, speaking, and collaborating during lectures, discussions, and group activities. Frequent absences or habitual tardiness (including late arrivals or early departures) may impact your participation score. 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.
	2. **Learning Activities (LA; 30 points).** Ten learning activities (3 points each) will be assigned throughout the semester. These tasks are designed to deepen your understanding of foundational literacy skills and support the development of your final project.
	3. **Literacy Lessons (60 points).** Students will design and implement two literacy lessons, each worth 30 points. Lessons must be recorded and submitted via video. These experiences will demonstrate your ability to apply course concepts in instructional settings.
	4. **Quizzes (15 points).** Three short quizzes (5 points each) will be administered through 240Tutoring. These assessments are intended to monitor your progress in foundational literacy concepts and prepare you for future instructional practice.
	5. **Final Project (50 points).** Working in teams of four, students will create a literacy provocation kit centered around a thematic topic and implement it at their practicum placement. Graduate students will complete an additional component as part of their final project requirements.

**9. Grading and Evaluation**:

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| **Undergraduate Requirements** | **Points** | **Weighted Percentage**  |  | **Grading Scale:** |
| Class Participation  | 10 | 10% |  | 90-100 | A |
| Learning Activities  | 30 | 20% |  | 89-80 | B |
| Lessons | 60 | 30% |  | 79-70 | C |
| Quizzes | 15 | 15% |  | 69-60 | D |
| Final Project | 50 | 25% |  | Below 59 | F |
| **TOTAL** | **165** | **100%** |  |  |  |
| **Graduate Requirements** | **Points** | **Weighted Percentage**  |  | **Grading Scale:** |
| Class Participation  | 10 | 10% |  | 90-100 | A |
| Learning Activities  | 30 | 20% |  | 89-80 | B |
| Lessons | 60 | 30% |  | 79-70 | C |
| Quizzes | 15 | 15% |  | 69-60 | D |
| Final Project | 70 | 25% |  | Below 59 | F |
| **TOTAL** | **185** | **100%** |  |  |  |

### ****10. Course Responsibilities and Policies****

* *Be responsible:*This is your education. Manage your time and responsibilities thoughtfully. Stay organized and proactive in completing course requirements.
* *Be attentive:* Minimize distractions during class to maximize your learning. Ask questions, share ideas, and engage actively. Your voice matters, and participation deepens understanding.
* *Be considerate of others:*Our classroom is a space for respectful dialogue and personal growth. Therefore, we need to listen to others with understanding, use appropriate language, and maintain confidentiality regarding any personal information shared during class.
* *Communicate any issues as early as possible:* If you have questions or concerns about course material or assignments, reach out as soon as possible. Timely communication is key to your success.

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| Artificial Intelligence (AI):  | All submitted work must be produced by the student. However, students may use Generative AI tools (e.g., ChatGPT) for support in brainstorming, editing, or refining ideas.To maintain academic integrity, students must disclose any use of AI-generated material. Do not share sensitive or protected information with these tools, including:* Personally Identifiable Information (PII)
* Protected Health Information (PHI)
* Financial data
* Intellectual Property (IP)
* Any legally protected data

Disclosure Statement for Assignments Students must include the following acknowledgment when AI tools are used:“The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Tool Provider], in the preparation of this assignment. The tool was used in the following way(s): [e.g., brainstorming, grammar correction, citation support, etc.].” |
| Assignments: | Written assignments must be grammatically accurate, free of spelling and typographical errors, and reflect professional quality.All assignments must be submitted by the due date and time by the student completing the work.Late submissions are accepted up to one week after the deadline with a **10% deduction per day** (unless a university-approved excuse is provided).Students with approved excuses have **one week from their return to class** to submit missed work.Assignments that do not meet these requirements will be returned and not accepted for credit. |
| Attendance:  | Students are expected to attend all class sessions and participate in discussions and activities. You are responsible for any content missed due to absence. |
| Communication:  | Students must check **Tigermail** and **Canvas** at least once every 24 hours. Enable Canvas notifications to receive alerts for:* Announcements
* Assignment deadlines
* Grades
* Messages and comments
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| Documented Excused Absences: | Excused absences may be granted for:* Student illness or serious illness of an immediate family member
* Death of an immediate family member
* University-sponsored trips (academic, athletic, or organizational)
* Subpoena or court appearance
* Military orders
* Religious holidays

For other reasons, students must contact the instructor in advance. Requests will be considered on a case-by-case basis. Notification must occur **no later than one week after the absence**, and documentation is required. Refer to 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) for more information on excused absences. |
| Email Communication:  | Emails sent to **vms0025@auburn.edu** will be answered within **48 hours**, Monday through Friday during regular business hours. |
| Make-Up Policy: | Students must initiate arrangements to make up missed major exams (e.g., midterms) **within one week** of the end of their excused absence. Make-up exams will typically be scheduled within one week of that request. No make-up exams will be arranged during the final three days before the exam period unless under extraordinary circumstances. |
| Revision Policy: | Students may revise one submitted assignment for partial credit using the following guidelines:* All edits must be clearly marked in a different color.
* Only **one revision** is allowed per assignment.
* You may earn back up to **50% of the missed points**. Example: If you missed 16 points, your revision can earn back up to 8 points.
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## 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. |