



**EDCI 516 Literacy for Special Populations**  
**ONLINE COURSE SYLLABUS: SUMMER I 2014**

**Instructor:** Associate Professor Dr. Susan Szabo  
**Office Location:** eCollege  
**Office Hours:** Monday, Wednesday & Friday in Virtual Office eCollege  
**University Email Address:** [Susan.Szabo@tamuc.edu](mailto:Susan.Szabo@tamuc.edu)

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**  
There are **NO** textbooks, as all the information is found on the TEA website and other online sources.

**Course Description**

This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that affect its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research based strategies and the features of classrooms that support effective beginning reading instruction (i.e. oral language, alphabetic principal, phonological awareness, phonemic awareness, decoding and fluency). Instruction will focus on a diagnostic approach to reading and writing that supports the needs of diverse learners.

**Student Learning Outcomes:** By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

1. The learner will explain the developmental processes (emergent and preliteracy skills progressing over time to proficient stages) associated with communication systems (e.g., listening, speaking, reading, writing and media viewing) and design a variety of opportunities for students with disabilities to learn communication skills.
2. The learner will identify a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of students with disabilities.
3. The learner will explain the alphabetic principle, word analysis skills (e.g., decoding, structural analysis, sight word vocabulary), and demonstrate how to provide students with disabilities with systematic instruction to promote their ability to use these skills for fluency and comprehension.
4. The learner will describe writing conventions and create opportunities for students with disabilities to use the skills needed for competence in written communication.
5. The learner will identify technology that can assist in planning and managing instruction for students with disabilities and explain how the individual student can use technology to compensate their disability.
6. The learner will describe how to use local, state and federal resources to develop a literacy program for all students.
7. The learner will self-evaluate their progress and monitor and adjust their understanding of beginning reading using metacognition.

## COURSE REQUIREMENTS

### Instructional / Methods / Tasks / Projects / Assessments

This course occurs in a digital learning environment designed with a weekly webquest format. Each webquest will be uploaded on Sunday evening. You are expected to read assigned material, participate in online discussions and reflect on your knowledge growth and complete all assigned tasks/projects by the due date. You need to demonstrate a level of time management that allows you to meet due dates as posted.

**Participate** thoughtfully in all online class discussions. You will read the material given and respond to my question posted in eCollege. You will then read 3 of your peers responses and respond to them in a thoughtful manner telling them what you learned from their post, what you were reminded or if you agree/disagree and why. You are expected to show a high level of professionalism. Responding to your peers will also give you practice in how you can positively respond to your students work. This is not always easy to do and it is a learned skill. Students want feedback and they want to know what they did right and what they could/should do differently next time. So, this online discussion allows you time to critically think about what you have read and by reading others responses it allows you to see how others processed the information. This process will allow you to monitor your understanding and adjust your thoughts when necessary. This is called metacognition (thinking about your thinking and adjusting to correct misunderstandings).

**Read** the weekly webquests thoroughly. You will be given before/during/after activities to help you in the learning process.

**Written tasks:** Completion of all written discussions/reflections and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**.

### Grading

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

## TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for VoiceThread and classlive sessions throughout the semester.
- Speakers so you can hear me and other students during our classlive sessions (when scheduled) and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) go to this account, so please be sure to check myLeo regularly. In addition, you need to keep it fairly empty so it will not bounce back important emails. In addition, you need to use this email regularly so it becomes habit, and because both TAMUC and eCollege email system will filter out emails that go to yahoo, hotmail, etc.

## ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about webquest assignments, course due dates, etc.), please contact me through the "Virtual Office" under Course Home in eCollege. If you have a personal issue contact me through [Susan.Szabo@tamuc.edu](mailto:Susan.Szabo@tamuc.edu)

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the digital learning environment (eCollege) and your digital learning community. You are to expect the same of me. This includes your successful completion of each webquest and I will provide a timely grade feedback. If you are having difficulty do not wait until the day before the assignments are due to contact me.

1. All course/content questions should be posted on Virtual Office in order to avoid duplication of questions and answers. I check Virtual Office daily Monday – Friday. Emails of a personal nature should be sent to my email address. I check it daily Monday - Friday. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.
2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me or email me your phone number and I will call you back..

### eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Academic Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Plagiarism:** Plagiarism WILL NOT be tolerated and will result in an automatic F in the course and dropped from the program. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited process.

### **University Specific Procedures:**

*ADA Statement*

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

#### ***Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

### **COURSE OUTLINE / CALENDAR**

#### **Schedule for Summer I 2014:**

Requirements for each webquest will include a Reading, a Performance Project, Discussion, and Quiz.

Module 1: Reading Stage, Characteristics of Students in Each and Major Tasks that Must Be Learned

Module 2: Oral Language Development, Its Importance in Reading, Writing and Thinking

Module 3: Beginning Reading: Phonological and Phonemic Awareness

Module 4: Decoding/Spelling Stages and how it related to Reading Stages and Writing Stages

Module 5: Fluency