College of Health  
Department of Speech and Hearing Sciences  
Education of the Deaf  
Fall 2015

Course Title and Number: SHS 436: The Development of Literacy with Students who are Deaf and Hard of Hearing

Course Credit Hours: 3.00

Catalog Description: Approaches for developing reading and writing skills with deaf and hard-of-hearing (DHH) students through a constructionist approach

Prerequisites: Minimum overall 2.75 GPA or permission of the instructor.

Professor of Record: Kelly K. Metz, PhD  
  - Office Location: JBG, Room 117  
  - Office Hours: Tuesdays 12:00 PM – 2:00 PM, and other times by appointment  
  - Telephone: 601-266-6245  
  - Fax: 601-266-5224  
  - Email Address: kelly.metz@usm.edu

Format of Course: Face-to-Face

Class Days, Times, Location: Tuesday's, 3:50 - 6:25, Room 142, JBG Building

Drop Date: The last day to drop the course without academic penalty is Aug 26, 2015. The last day to drop with a grade of W is October 30th, 2015.

Required Technology:  
Students will need to be proficient with using Microsoft Word, Microsoft PowerPoint or other presentation software, and the Blackboard Course Management Website.

Required Texts:  
Understanding, Assessing and Teaching Reading: A Diagnostic Approach, 7th Edition  
NOTE: STUDENTS MUST PURCHASE THE DIGITAL (eTEXT) VERSION; THE PRINT VERSION IS OPTIONAL.

eText: ISBN 9780133831047 ($74.00)  
Author: Michael F. Opitz & James A. Erekson  
Publisher: Pearson  
Copyright year: © 2015 Pages: 464

Additional required readings (journal articles, web pages, single text book chapters) will be posted on Blackboard.

Recommended Resources:
The following text books, assessments, or supplementary teaching resources are items that I recommend you add to your professional library. You are not required to buy these items for this course, but these are resources that will be helpful for you to own as you begin your teaching career.


Reading A to Z 14-Day Free Trial: https://www.readinga-z.com

Course Objective and Goals:
This course is for teacher candidates who are majoring in deaf education. The primary goal of this course is to learn about methods of teaching literacy skills (reading and writing) to deaf and hard of hearing (D/HH) students by first learning how to teach children in general, and then how to provide modifications or alternative strategies to teaching literacy skills specifically to D/HH students. Teacher candidates will become familiar with the National Reading Panel Recommendations for essential components of an effective literacy program, and strategies for teaching each of these components. Teacher Candidates will learn how to assess and diagnose reading difficulties using an informal reading inventory, and how to write lesson plans for teaching reading skills to D/HH students. Finally, students will practice using various read aloud strategies while reading to and with students in a local elementary classroom.

Instructional Strategies:
Methods of covering the course material will include lectures, on-line tutorials, class discussions and activities, readings, quizzes, and tests. A high degree of student participation is expected. Students will prepare and present various topics and activities to classmates via multi-media presentations.

Candidate Learning Outcomes from Course:
[CEC-CED standards for prospective teachers of the deaf and hard of hearing have been placed in brackets next to the corresponding learner outcome.] (Interstate Teacher Assessment and Support Consortium [InTASC] standards have been placed in parenthesis next to the relevant learner outcomes.)
The teacher candidate will be able to...
1. Identify possible implications of hearing loss and impact on individual literacy development. [DHH1K1, DHH1K2, DHH1K7, & DHH6K7] (6)
2. Explain current literacy theories and how literacy is developed. [DHH5S8,] (4, 9)
3. Explain and describe the relationship between thinking, listening, speaking, reading, and writing and the impact of a spoken language base for literacy development, including the auditory-verbal approach in early intervention. [DHH3S2, DHH5S1, DHH5S2, DHH5S5 & DHH5S8] (8, 9)
4. Explain the issues and approaches used in literacy development with children who use sign language. [DHH5S5, DHH5S7, DHH5S8, & DHH2K1, DHH5S10] (7,8,9)
5. Describe and explain techniques for assessing literacy skills of D/HH students and choose appropriate instructional materials and strategies based on assessment results. [DHH4S1 & DHH4K1] (2, 6)
6. Identify and describe methods and strategies for addressing the essential components of literacy instruction as recommended by the National Reading Panel, and to explain how to adapt these methods for literacy instruction for deaf and hard of hearing students. [DHH3S2, DHH5K1, DHH5S7, & DHH5S10] (4,8)
7. Locate and explore technology used in literacy development such as reading software programs, web-based materials, and multi-media instructional support materials. [DHH5K1, DHH5S10, & DHH7K1] (4,7)
### Evaluation Methods:

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignments</th>
<th>Points/Percent of Total Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 7</td>
<td>Attendance and Participation</td>
<td>75, 15%</td>
<td>Every Class</td>
</tr>
<tr>
<td>6</td>
<td>Read Aloud Field Experiences - 5</td>
<td>20 points each, 100, 20%</td>
<td>By or Before December 1st!</td>
</tr>
<tr>
<td>5</td>
<td>Fry Readability Scale</td>
<td>15 points, 3%</td>
<td>October 13</td>
</tr>
<tr>
<td>3, 4, 5, 6 &amp; 7</td>
<td>Unit Plan + 4 Lesson Plans 32% of Total Grade</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Unit Plan, 20, 4%</td>
<td>October 27</td>
<td></td>
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<tr>
<td></td>
<td>Lesson Plan 1, 35, 7%</td>
<td>November 3</td>
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<td></td>
<td>Lesson Plan 2, 35, 7%</td>
<td>November 10</td>
<td></td>
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<tr>
<td></td>
<td>Lesson Plan 3, 35, 7%</td>
<td>November 17</td>
<td></td>
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<tr>
<td></td>
<td>Lesson Plan 4, 35, 7%</td>
<td>November 24th</td>
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<tr>
<td>1 - 7</td>
<td>Midterm Exam</td>
<td>75, 15%</td>
<td>October 20th</td>
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<tr>
<td>1 - 7</td>
<td>Final Exam</td>
<td>75, 15%</td>
<td>Dec 10th, 4:15 – 6:45</td>
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<td></td>
<td>TOTAL</td>
<td>500 points, 100%</td>
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**Assignment Descriptions:**

- **Attendance and Participation.** Regular attendance is important, but please stay home if you are sick. If you are running a fever, you are contagious! You may miss one class without penalty provided that you make up any missed work. Participation points are earned by being an active listener and by actively participating in all class discussions and activities. At times you will be assigned to lead a class discussion or activity or to present course readings using a multi-media presentation.

- **Read Aloud Field Experiences.** During the semester you will visit an elementary classroom 5 times to conduct various Read-Aloud activities that require you to read to or with or to listen to a student or small group of students read. Each visit will be a minimum of 15 minutes and a maximum of 1 hour. You will fill out a follow up questionnaire at the end of each field experience to reflect on how the activity went, and what you might do differently next time. Your instructor will tell you where your assigned classroom placement is, give you a list of Read Aloud activities to choose from, and the follow up questionnaire that you need to complete.

- **Unit and Lesson Plans.** Your 4 lesson plans will be centered around a book/story or a thematic unit. You must write one lesson plan each for the following target skill areas:
  - Phonemic Awareness and/or Phonics
  - Vocabulary
  - Fluency
  - Text Comprehension

- **Exams.** You should prepare for the 2 course exams by staying current on assigned readings and taking good notes. You may use your laptop to take notes, however texting, emailing or surfing the web during class will result in loss of participation points!

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>
Professional Education Unit Policies and Conceptual Framework:
All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at https://www.usm.edu/education-psychology/unit-policies. The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

Class Policies:
Students are expected to actively participate in all class discussions and activities and to complete all assignments. Polite, professional behavior will always be the expectation. Please demonstrate your professionalism in the following ways:

• Come to class prepared by completing assigned readings and being ready to discuss the material.
• Be an active and attentive listener when others are speaking.
• Actively participate in all class discussions and activities.
• Regularly check Blackboard for announcements, resources, and assignments. All assignments will be submitted via Blackboard; however the instructor may ask for hard copies of some assignments as well.

Remediation Statement:
According to SHS department policy, students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

Course Communication:
You may contact me via phone or email. You are free to drop by during office hours, but I appreciate a heads up if you know you are coming in. You can also schedule an appointment outside of office hours if necessary. Please feel free to ask if you have questions about feedback on assignments.

Policy on Attendance and Make-up Work:
• Students are expected to attend and be prepared to participate in each class. If you are going to be absent from a class, please let me know in advance and plan to make up any missed work. You may access outlines of course lectures and presentations on Blackboard; however you should also ask a peer to take notes for you.
• Students are expected to turn off cell phones and not text or communicate electronically during class. If you are texting, emailing, or surfing the web during class, then you are not truly “present,” thus this will result in loss of attendance and/or participation points.
• Students are expected to take examinations and quizzes when they are scheduled, and to submit assignments on the date these assignments are due, at the beginning of the class period.
• Late submission of assignments will result in a 5% reduction in grade for each class period for which they are late. For example, if an assignment worth 25 points that is due at the beginning of class on Monday the 1st is submitted late, you would lose 5% or 1.25 points if the assignment is submitted before class on Wednesday the 3rd. This would result in a maximum of 23.75 points, assuming your work merited the full 25 points, minus the reduction for late submission. The same assignment submitted any time before class on the following Monday, the 8th, would result in a 10% reduction in grade points. Submission by Wednesday the 10th would result in a 15% reduction in grade points.
• Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.
• Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.
Academic Honesty Statement:
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Plagiarism Statement:
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

ADA Statement:
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu

Resources for Student Success:

Student Resources for Writing and Speaking Assignments
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Centers on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center
- Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, www.usm.edu/gulfcoast/learning-commons
## Course Schedule: *(Dates are tentative and subject to change)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Opitz Chapters &amp; Other Readings</th>
<th>Topics</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sep.1</td>
<td>Chap 1 &amp; 2</td>
<td>Reading to Deaf Children, Lesson Planning, MET Team and Continuum of Placement Options</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>Chap 11</td>
<td>Phonological Awareness, Phonics, and Conversation.</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>Chapter 8</td>
<td>Early Literacy</td>
<td>2, 3, 6</td>
</tr>
<tr>
<td>5</td>
<td>22</td>
<td>Chapter 11</td>
<td>Wilson Reading System, Visual Phonics, Morphology, 6 Syllable Types, Direct, Explicit Instruction, Orthography</td>
<td>3, 4, 6</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
<td>Chapter 10</td>
<td>Vocabulary Acquisition, Vocabulary Instruction</td>
<td>1, 3, 4, 6, 7</td>
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<tr>
<td>7</td>
<td>Oct 6</td>
<td>Chapter 10</td>
<td>Vocabulary Instruction</td>
<td>1, 3, 4, 6, 7</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>Appendix, &amp; Moats et. al, 2007</td>
<td>Vocabulary, Whole Language, and Reading Inventories</td>
<td>1 - 7</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
<td>Review All!</td>
<td>Midterm, Vocabulary</td>
<td>1 - 7</td>
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<td><strong>Fall Break, October 22 - 23</strong></td>
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<tr>
<td>10</td>
<td>27</td>
<td>Chapter 10</td>
<td>Read Aloud Activities, Vocabulary</td>
<td>3, 4, 5, 7</td>
</tr>
<tr>
<td>11</td>
<td>Nov 3</td>
<td>Chap 10</td>
<td>Vocabulary, Morphology, Orthography</td>
<td>3, 4, 6, 7</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>Chapter 10</td>
<td>Vocabulary, Fairview Learning, <strong>Guest Speaker from MSD!</strong></td>
<td>1 - 7</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td><strong>Friday, November 13th, Field Trip to Mississippi School for the Deaf:</strong></td>
<td>Tour Campus and Observe Classes!</td>
<td>1 - 7</td>
</tr>
<tr>
<td>13</td>
<td>Nov 3</td>
<td>Chap 10</td>
<td>Vocabulary, Morphology, Orthography</td>
<td>4, 5, 6, 7</td>
</tr>
<tr>
<td>14</td>
<td>24</td>
<td>Chapter 9</td>
<td>Comprehension</td>
<td>4, 5, 6, 7</td>
</tr>
<tr>
<td>15</td>
<td>Dec 1</td>
<td>Chapter 9</td>
<td>Comprehension, Written Expression, Review for Final</td>
<td>1 - 7</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td><strong>December 10th 4:15 – 6:45 PM</strong></td>
<td>Written Expression and Comprehensive Final Exam of All Topics Covered This Semester!</td>
<td>1 – 7</td>
<td></td>
</tr>
</tbody>
</table>