College of Health  
Department of Speech and Hearing Sciences: Education of the Deaf  
SPRING 2018

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, admission to Teacher Education program, SHS 301, SHS 433, or permission of the instructor.

Professor of Record: Kelly K. Metz, PhD

- Office Location: JBG, Room 203
- 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: Monday's 2:00 PM - 4:45 PM, Room 203, JBG Building

Drop Date: The last day to drop the course without academic penalty is January 24, 2018, The last day to drop with a grade of W is April 5, 2018.

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


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

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.

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. Students will apply target knowledge and skills by working with the instructor and each other to assess and instruct an elementary student who has been referred to Dr. Metz due to delayed reading skills.

Instructional Strategies:
Methods of covering the course material will include lectures, on-line tutorials, class discussions and activities, readings, quizzes, tests, conducting a reading assessment, and tutoring activities. 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.]

The teacher candidate will be able to...
1. Identify possible implications of hearing loss and impact on individual literacy development. [DHH1K1, DHH1K2, DHH1K7, & DHH6K7]
2. Explain current literacy theories and how literacy is developed. [DHH5S8]
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]
4. Explain the issues and approaches used in literacy development with children who use sign language. [DHH5S5, DHH5S7, DHH5S8, & DH2K1, DHH5210]
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]
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, DH5K1, DHH5S7, & DHH5S10]
7. Locate and explore technology used in literacy development such as reading software programs, web-based materials, and multi-media instructional support materials. [DH5K1, DHH5S10, & DHH7K1]

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.
• **Unit and Lesson Plans.** Your lesson plans will be centered around a book/story or a thematic unit. Each lesson plan focus on one of 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!

• **Assessment and Tutoring.** Jointly with Dr. Metz you will assess an elementary school child who has been referred for delays in reading. Following the assessments, you will analyze the results, plan a course of instruction, and provide tutoring to remediate skill deficits.

**Evaluation Methods**

You will decide what grade you wish to work for in this class. Keep in mind that you must earn a grade of C or better to continue in the Deaf Education Program. All assignments will be graded on a Pass/Fail basis. Passing means that you have satisfactorily completed the assignment with a minimum of "C" quality work. If an assignment is not satisfactory, you will have one opportunity to re-do the assignment, after getting instructor feedback. If the assignment is still not satisfactory the 2nd time, it will be graded as a "fail" and thus will not count toward the grade you are working to earn as a completed assignment.

**To receive an A, you must satisfactorily complete these assignments:**

  • Excellent attendance and class participation! (Student Learning Outcome #s 1 - 7)
  • A unit plan. (Student Learning Outcome #3 - 7)
  • 4 lesson plans. (Student Learning Outcome #3 - 7)
    - 3 for your target D/HH audience
    - 1 for the child we are tutoring together
  • 5 Class Demonstration Activities. (Student Learning Outcome #3 - 7)
    - 1 phonemic awareness
    - 1 phonics
    - 1 vocabulary
    - 1 fluency
    - 1 text comprehension
  • Demonstrate ability to administer an Informal Reading Inventory. (Student Learning Outcome #5)
  • Demonstrate ability to score and interpret an Informal Reading Inventory, including analysis of miscues. (Student Learning Outcome #5)
  • Demonstrate the ability to make sound recommendations for reading instruction based on Informal Reading Inventory results. (Student Learning Outcome #s 5 - 6)
  • Upon completion of the Informal Reading Inventory, and other appropriate assessments of the child we are tutoring, write up a comprehensive reading evaluation report. Compare your report to the instructor's and critique your own work. (Student Learning Outcome #s 5 - 7)
  • Attend/Observed/Participate in at least 90% of the therapy sessions provided for the child we are tutoring. (Student Learning Outcome #s 5 - 7)
• Achieve a score of 80% or higher on the midterm exam. (Student Learning Outcome #s 1-7)
• Achieve a score of 80% or higher on the final exam. (Student Learning Outcome #s 1-7)

To receive a B, you must satisfactorily complete these assignments:

• Excellent attendance and class participation! (Student Learning Outcome #s 1-7)
• A unit plan. (Student Learning Outcome #3 - 7)
• 3 lesson plans. (Student Learning Outcome #3 - 7)
  o 2 for your target D/HH audience
  o 1 for the child we are tutoring together
• 5 Class Demonstration Activities. (Student Learning Outcome #3 - 7)
  o 1 phonemic awareness
  o 1 phonics
  o 1 vocabulary
  o 1 fluency
  o 1 text comprehension
• Demonstrate ability to administer an Informal Reading Inventory. (Student Learning Outcome #5)
• Demonstrate ability to score and interpret an Informal Reading Inventory, including analysis of miscues. (Student Learning Outcome #5)
• Demonstrate the ability to make sound recommendations for reading instruction based on Informal Reading Inventory results. (Student Learning Outcome #s 5 - 6)
• Upon completion of the Informal Reading Inventory, and other appropriate assessments of the child we are tutoring, write up a comprehensive reading evaluation report. Compare your report to the instructor's and critique your own work. (Student Learning Outcome #s 5 - 7)
• Attend/Observe/Participate in at least 80% of the therapy sessions provided for the child we are tutoring. (Student Learning Outcome #s 5 - 7)
• Achieve a score of 70% or higher on the midterm exam. (Student Learning Outcome #s 1-7)
• Achieve a score of 70% or higher on the final exam. (Student Learning Outcome #s 1-7)

To receive a C, you must satisfactorily complete these assignments:

• Good attendance and class participation! (Student Learning Outcome #s 1-7)
• 2 lesson plans. (Student Learning Outcome #3 - 7)
  o 1 for your target D/HH audience
  o 1 for the child we are tutoring together
• 5 Class Demonstration Activities. (Student Learning Outcome #3 - 7)
  o 1 phonemic awareness
  o 1 phonics
  o 1 vocabulary
  o 1 fluency
  o 1 text comprehension
• Demonstrate ability to administer an Informal Reading Inventory. (Student Learning Outcome #5)
• Demonstrate ability to score and interpret an Informal Reading Inventory, including analysis of miscues. (Student Learning Outcome #5)
• Demonstrate the ability to make sound recommendations for reading instruction based on Informal Reading Inventory results. (Student Learning Outcome #s 5 - 6)
• Upon completion of the Informal Reading Inventory, and other appropriate assessments of the child we are tutoring, write up a comprehensive reading evaluation report. Compare your report to the instructor's and critique your own work. (Student Learning Outcome #s 5 - 7)
• Attend/Observe/Participate in at least 80% of the therapy sessions provided for the child we are tutoring. (Student Learning Outcome #s 5 - 7)
• Achieve a score of 67% or higher on the midterm exam. (Student Learning Outcome #s 1-7)
• Achieve a score of 67% or higher on the final exam. (Student Learning Outcome #s 1-7)

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 Canvas for announcements, resources, and assignments. All assignments will be submitted via Canvas; 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 Canvas; 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.
• 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)*

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>Discuss Grading Requirements. Overview of QRI</td>
<td>1 - 7</td>
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<td>2</td>
<td>Jan 29</td>
<td>Overview of NRP Essential Elements of Literacy Instruction, Intro to Assessment and Diagnosis of Reading Difficulties, Intro to Great Leaps, Reading A - Z and Wilson Reading System.</td>
<td>4, 6</td>
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<td>3</td>
<td>Feb 5</td>
<td>Phonological Awareness, Phonics, and Conversation, QRI</td>
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<td><strong>Feb 12, Mardi Gra Holiday</strong></td>
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<td>4</td>
<td>Feb 19</td>
<td>Phonological Awareness, Phonics, and Conversation, QRI, Prep for assessment of K-12 tutoring client.</td>
<td>3 - 6</td>
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<td>5</td>
<td>Feb 26</td>
<td>Wilson Reading System, Visual Phonics, Morphology, 6 Syllable Types, <strong>ASSESS TUTORING CLIENT (3:15 - 4:15)</strong></td>
<td>3 - 6</td>
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<td>6</td>
<td>March 5</td>
<td>Word Attack, Vocabulary Acquisition, Vocabulary Instruction <strong>ASSESS TUTORING CLIENT (3:15 - 4:15)</strong></td>
<td>3 - 6</td>
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<td><strong>March 12 - 16 Spring Break</strong></td>
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<td>7</td>
<td>March 19</td>
<td>Vocabulary Instruction <strong>TUTORING SESSION ONE</strong></td>
<td>1, 3, 4, 6, 7</td>
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<td>8</td>
<td>March 26</td>
<td>Vocabulary Instruction <strong>TUTORING SESSION TWO</strong></td>
<td>1 - 7</td>
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<td>9</td>
<td>April 2</td>
<td><strong>Midterm</strong>, Fairview Learning, <strong>TUTORING SESSION THREE</strong></td>
<td>1 - 7</td>
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<td>10</td>
<td>April 9</td>
<td>Vocabulary, Cornerstone Kids Curriculum <strong>TUTORING SESSION FOUR</strong></td>
<td>3, 4, 5, 7</td>
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<td>11</td>
<td>April 16</td>
<td>Vocabulary, Morphology, Orthography <strong>TUTORING SESSION FIVE</strong></td>
<td>3, 4, 6, 7</td>
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<td>12</td>
<td>April 23</td>
<td>Comprehension <strong>TUTORING SESSION SIX</strong></td>
<td>1 - 7</td>
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<tr>
<td>13</td>
<td>April 30</td>
<td>Comprehension <strong>TUTORING SESSION SEVEN</strong></td>
<td>4, 5, 6, 7</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>May 7</td>
<td>Comprehensive Final Exam of All Topics Covered This Semester!</td>
<td>1 – 7</td>
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