# Syllabus

## Accessible Literacy for Early Readers:  Students Who Are Blind, Visually Impaired, Or Deafblind.

## Winter 2017

### Instructor: Sandra Kenrick

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## Course Description:Accessible Literacy for Early Readers consists of six sessions. This course emphasizes the importance of accessible literacy for children who are blind, visually impaired or deafblind. Participants will become familiar with different strategies and tools that can be used to create and modify literacy materials for early readers that will support a love for literacy. Participants will also create accessible books as part of their assignments. This course is designed for anyone who works with a child who is blind, visually impaired or deafblind including (but not limited to) TVI's, Classroom teachers, speech therapist, interveners and family members

## Learning Outcomes / Objectives:

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge:** As a result of the learning experiences in the course, you will become more cognizant of:

* modifying materials for children who are blind, deafblind or have low vision.
* ways to create accessible environments.
* uses for story boxes, experience books, and tactile graphics.

**Skill:** As a result of the learning experiences in the course, you will become better able to:

* create accessible materials.
* modify children's literature.
* create materials that support IEP goals and/or standards.
* design a thematic unit of study.

**Caring:** As a result of the learning experiences in the course, you will become more competent in your ability to:

* support a love for literacy in children.
* develop materials that are motivating for children and address their interests.

**Ethical:** As a result of the learning experiences in the course, you will become more competent in your ability to:

* describe the importance of accessible literacy for early readers.
* describe importance of an accessible environment.

## Instructional Strategies

####  x Lecture Data Collection and Analysis

 x Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 x Problem Finding/Solving x Independent Learning

 Discovery Field Trips

 Interviewing Computer Applications

 Collaborative Learning Groups x Viewing or Listening to Followed by

 x Reflective Responses Discussing

 x Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Course Requirements:

**Discussion Forums:** There will be discussion forum assignments in each of the six sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned readings, website visits, et cetera. Participation in the discussion forums is critical for maximizing your learning experiences in the course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts are required. You should submit your initial post early in the session and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).

The rubric point scale will be used to assess your work based on a 5 point scale.

Six discussion forums are required at 5 points possible for each = 30 possible points.

* 1 pt. possible for appropriate incorporation of and reference to the readings
* 2 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 2 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| Discussion Forum Rubric | 2 points | 1 point | 0 points |
| Incorporation of and reference to the readings in discussion responsesMax pts: 1 | Max pts: 1 | Responses include reference to the readings assigned for the week or the reference to the assignment task. | Responses do not include any reference to the readings for the week or the assignment task. |
| Quality, well-written responseMax pts: 2 | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| Appropriate number of responsesMax pts: 2 | A minimum of two responses are posted. | Only one response is posted | No responses are posted. |

**Webquests:** There will be one webquest assignment. This webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor. Each participant will be expected to complete the webquest assignment as described in the weekly session.

The rubric point scale will be used to assess your work based on a 5 point scale.

The webquest is assigned at 5 point possible

Rubric =

* 2 pts. possible for choice of website
* 3 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| Rubric for Webquests | 3 points | 2 points | 1 point | 0 points |
| Choice of websiteMax pts: 2 | Max pts: 2 | Website chosen is highly relevant to the assignment. | Website chosen is moderately relevant to the assignment | Website is not chosen or not relevant to the assignment  |
| Quality responseMax pts: 3 | Response to the assignment is thorough providing a complete answer to the webquest. Response also includes information regarding how this information will be used by the participant in the future.  | Response to the assignment is thorough providing a complete answer to the webquest.  | Response to the assignment is provides a partial answer to the webquest.  | No response is submitted |

## Assignments:There will be 11 assignments throughout the 6 sessions. Creation Assignments: 7 assignments worth 10 pts eachWorksheet Assignments: 2 assignments worth 5 points each (completion grade) Reflection: 2 assignments worth 5 points each (completion grade)

The **Creation Assignments** are assigned at 10 point possible

Rubric =

* 2pts. possible for clear objective, goal or standard given
* 5pts. completed all required steps of the assignment
* 3pts. quality original completed product

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| --- | --- | --- | --- | --- |
| Rubric for Creation Assignments | 5 points | 3 points | 2 point | 0 points |
| Clear objective, goal or standard givenMax pts: 2 |  | Max pts: 2 |  Objective, goal or standard were given | There was no objective, goal or standard given.  |
| Completed all required steps of the assignment.Max pts: 5 | All required steps of the assignment were met. | One required step was missing. | Two required steps were missing. | 3 or more required steps were missing. |
| Quality original completed productMax pts: 3 | Max pts: 3  | Quality original final finished product. The finished product is ready for use of a young student reader.  | 1-2 improvements needed for the project to be ready for student use.  | Project is not ready for student use. |

## Evaluation or Grading Policy:

## Methods of Evaluation

Participants are evaluated by the following methods:

* Quiz = 10 possible points
* Discussion Forums = 30 possible points
* Webquests = 5 possible points
* Assignments= 80 possible points
* **Overall Total 125 points**

**87 is considered a passing score. Participants who earn 100 points or higher will earn the “Early Literacy” Perkins Micro-Credential .**

## Course Content/Topical Outline

## Session 1: Introduction-Need for Accessibility

### Session Goals

* Describe the importance of accessible literacy and environment for a child with vision impairments
* List a variety of strategies that can be used to adapt classroom materials.
* Identify possible ways to create an accessible environment for a child with vision impairments in the classroom and home setting.

Discussion Forum
Please introduce yourself as a way to get to know the others taking this course. Then answer the following questions: What has inspired you to take this class? What does accessible literacy mean to you? What is your experience with accessible literacy?

### Required Readings and Video

1. <http://www.storylineonline.net/thank-you-mr-falker/>
2. *Braille Literacy: A Functional Approach*. Diane P. Wormsley. AFB Press pps. 17–25
3. Family Connect: Accommodations and Modifications at a Glance: Educational Accommodations for Students Who Are Blind or Visually Impaired <http://www.familyconnect.org/info/education/know-your-rights/accommodations-and-modifications-at-a-glance/235>

#### **Required Video**

Perkins Webinar: [Teaching Tactile Graphics](http://www.perkinselearning.org/videos/webcast/teaching-tactile-graphics) (10:31)

**Assignment**

Post: reflection questions

#### **Quiz**

Session 1 quiz 10 points

## Session 2: Experience Books**Session Goals**

### Define Experience Book

### List possible uses for an experience book

### Create/design an experience book

### Assignment: reflection on personal experience

### Required Readings

1. <http://www.tsbvi.edu/seehear/spring03/books.htm#box5>
2. <http://www.pathstoliteracy.org/blog/experience-books-blind-visually-impaired>
3. <http://www.pathstoliteracy.org/blog/decorating-christmas-tree-experience-book-tradition>
4. <http://www.pathstoliteracy.org/blog/how-create-experience-book>
5. *Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind.* Barbara Miles. Marianne Riggio. Perkins School for the Blind.Experience Stories: Danny's Experience Story and Rick and Diane's Experience. pps. 195–196
6. Scroll through the pictures:
<http://classic.usdb.org/deafblind/db/CIT%20Web%20Lessons/experiencebookGP/experiencebookGP4.html>

### Required Video

Perkins Teachable Moment: Supermarket Tactile Book <http://www.perkinselearning.org/videos/teachable-moment/supermarket-tactile-book>

Discussion Forum
Using information given from a brief case study of a young child, discuss possible experience opportunities and books that could be given/made for this child.

Creation Assignment
Plan an objective/goal and an experience with a child you work with. Actually create/plan an experience book.

## Session 3: Story boxes, story bags, and conversation boxes

Session Goals

* Define story boxes, story bags and conversation boxes.
* List possible uses for story boxes, story bags and conversation boxes.
* Create/design a story box

Required Readings

-http://www.pathstoliteracy.org/suggested-list-story-boxes-young-children
- Paths to Literacy: Easy to Create Story Boxes [http://www.pathstoliteracy.org/blog/easy-create-story-boxes](http://www.pathstoliteracy.org/blog/easy-create-story-boxes%20%20)
- http://www.wonderbaby.org/articles/story-boxes

Webquest

Search "story box" on Pinterest or Paths to Literacy:
<https://www.pinterest.com/pathstoliteracy/>

List and briefly describe 3 box ideas that you found that you liked.

Discussion Forum
Read a given case study about a child. Think about the interest of this child and what is important to him or her. Choose a book that would be appropriate for this child. Summarize the book and what objects you would use to go along with it. Why would the child enjoy this book and why would it be motivating for him. Enjoy seeing other ideas given from other members of this class!

Creation Assignments
1. Choose a book to use with a child you work with. Gather objects to go with the story and explain why you chose them.

2. Plan a conversation box for a child you work with.

## Session 4: Story boxes and Conversation Boxes Part 2

Session Goals

* Create a conversation box
* Design a plan to share a story box or conversation box with a child
* List possible ideas for a conversation box or story box

### Creation Assignment

Create a Conversation Box

Required readings/videos-*Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind.* Barbara Miles. Marianne Riggio. Perkins School for the Blind. Fictional Stories: pps.197–199 (Begin this reading with storytelling)

-Tips for Home or School: Creating Conversation Boxes <http://unr.edu/ndsip/tipsheets/conversationboxes.pdf> Creation Assignment

Design a plan to use your story box and conversation box with a child

### Discussion Forum

Briefly describe a story box possibility or a conversation box

## Session 5: Concept Books and Adapting Children's Literature: Creating Accessible Books

Session Goals

* Define a concept book.
* Modify a classroom reader.
* Define tactile graphics.
* Create tactile graphics for a page of a non-fiction book.
* List possible ideas for a concept book.

### Discussion Forum

Share and discuss findings on Pinterest (or Paths to Literacy) of an idea that you would like to try in relation to accessible literacy.

### Required Readings

### *Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy. Second Edition*. Anna M. Swenson. AFB Press.

### Chapter 5 pps. 71–81

### Chapter 15 pps. 332–347

1. Guide to Designing Tactile Illustrations for Children’s Books. APH, Inc.

[http://www.aph.org/files/research/illustrations/illustration.pdf](http://cp.mcafee.com/d/5fHCMUq6gUSyMUyed79EV7cf6XCQrEFFIcec3zqdQkQS61NEVpdEThjjoosoudEEET7f8CzBxMToD6l9Ox_blfIjfGJVk5bv4Ha5e00CRLylB2D00jr311x5cs_R-vphh7tuVtdAQsKszt55ctORQr8EGTpoVkffGhBrwqrhdECXYDuZXTLuZPtPo0blyv00stAvZczZfSdyuiffrFeePBm5cAuuTistDaIemgtdQS24tUHY8OIl1h4jVsSODsQsCMjmFEwfSvCy2tjh1G21EwCjBgArjhdIFpK9bEPsmX)

### Assignment

Complete the questions that follow the required readings in a Word document.

Creation Assignment

Create or adapt an accessible children's story.

# Session 6: Thematic Unit: Tying it All Together

Session Goals
Upon completion of this session the participant will be able to:

* Define thematic unit.
* Give examples of thematic units.
* Create a thematic unit 'map' that supports given IEP goals or standards.

### Required Reading

1. *Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind.* Barbara Miles. Marianne Riggio. Perkins School for the Blind. Unit-Theme Based Approach chart, page 187.

### Perkins eLearning: Watermelon Themes

### <http://www.perkinselearning.org/activity-bank/watermelon-themes>

### Paths to Literacy: Lighthouse Keeper’s Lunch: A Cross-Curricular Approach to Reading Readiness for Braille

### <http://www.pathstoliteracy.org/strategies/lighthouse-keepers-lunch-cross-curricular-approach-reading-readiness-braille>

### Paths to Literacy: Itsy Bitsy Spider: Circle Time Braille Kit

### <http://www.pathstoliteracy.org/blog/itsy-bitsy-spider-circle-time-braille-kit>

### Required Video

Christmas Basket of Magic
<https://youtu.be/cGmHnDUJfJc>

Assignment: worksheet
Create a "thematic unit map" for *The* *Light House* thematic unit or *Itsy Bitsy Spider* thematic unit.

### Discussion Post

Thinking of the Christmas Basket Video: List and discuss the possible unit ideas and also what experience book could you make Christmas themed? What story box?

### Creation Assignment (Final Assignment)

Choose a theme and create a "thematic unit map" including standards/IEP goals (needs to include: story box, experience story, and modified book with tactile graphics**).**

## Perkins eLearning Policies and Guidelines

#### **Student Participation**

In online courses, interaction with other participants and the instructor becomes very important to effective learning.  As such, regular class participation is essential and will count for a significant part of your grade.  Plan to contribute to every discussion topic with a quality contribution that expresses clear thinking and is relevant to the discussion.

#### **Communicating with Me**

Instead of sending me emails with general questions regarding this course, please post them in the Q&A discussion page found on the Home page.  I will respond to any questions posted within 48 hours.  This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.

#### **Academic Integrity**

It goes, I hope, without saying that all the principles and standards that sustain academic integrity are just as applicable in the online environment as they are in the classroom.  Our interactions with one another must be based on mutual respect, and our inquiries guided by a firm commitment both to pursue the truth and to acknowledge the possibility that we might be wrong.  Given the ease with which information flows across the Internet, it is particularly important that every student understand and respect the rules governing academic honesty.

#### **Email**

I check my email frequently; however, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification from me prior to the deadline.  I do my best to respond the same day; however, there are times when I may be out of town and unable to do so.

Students are free to use the “email the class” feature on the course web site.  Please keep the messages sent to the whole class related to course content.  Also, when emailing the class, generally it is best NOT to email phone numbers or addresses unless it is being emailed directly to a specific student or the professor.  This helps maintain privacy.

#### **Grammar and Spelling**

We all tend to become somewhat lax when posting responses to discussions or when sending email messages.  Grammar and spelling is important.  Please compose your responses in a word processing program where you can check spelling, edit and revise your writing.

#### **Personal Involvement and Time**

Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom.  While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind.  This medium does give participants flexibility in attending class, but it only more convenient, not necessarily easier!

#### **Copyright Policy**

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Late work will not be accepted without prior approval from the instructor.