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EDSP 372-01 Communication Strategies and Technology

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XAVIER UNIVERSITY
College of Professional Sciences
Special Education Programs
COMMUNICATION STRATEGIES & TECHNOLOGY
CRN11638 EDSP 372-01 (3 credits)
SPRING 2018

Day & Time: Tuesday / 4:15 pm – 6:45 pm
Dates January 9 through May 1, 2018
Location: Elet 101
Instructor: Dotti Wagner, M.A.
E-mail: wagnerd2@xavier.edu
XU Special Education Office (513) 745-3485
(Cell) 513-702-1598 (Home) 513-874-3030

Office Hours: By appointment only.

COURSE DESCRIPTION

This course will focus on the understanding and implementation of everyday functional communication methods and techniques through various theories, systems and technologies for individual students with moderate and intensive needs; classroom strategies and techniques in learning environments; selection/implementation of augmentative or alternative communication devices/systems; adaptations/assistive technology; medical care and methods with technology/family support and resources. **LAB field experience is required with documentation (6 hours)**

REQUIRED TEXT:

Bowden Carpenter, Laura, Linda B. Johnston, Lawrence A. Beard. Assistive Technology- Access for All Students., 3rd edition. Pearson. 2015.

*****IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered on the OAE tests you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is *your responsibility* to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

ACADEMIC SUPPORT

Learning Assistance Center

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280

to set up an appointment. The LAC is located in the Conaton Learning Commons room 514.
<http://www.xavier.edu/lac/>

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The [Mathematics Tutoring Lab](#) offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.
<http://www.xavier.edu/mathematics/Math-Lab.cfm>

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes:
http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

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Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

COURSE OBJECTIVES**COURSE ASSESSMENT /
ACTIVITIES**

<p>1. Student will learn the effects of visual (or other) impairment on the family and self-esteem; impact of additional exceptionalities on individuals with visual (or other) impairments; actions and attitudes of teachers that affect the behaviors of individuals with visual (or other) impairments. (IC3K1,IC3K2, IC3K3)</p>	<p>Class Discussion In-class activities In-class quizzes</p>
<p>2. Student will learn characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language; ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CC6K2, CC6K3)</p>	<p>Class Discussion In-class activities Observations project</p>
<p>3. Student will learn augmentative and assistive communication strategies. (CC6K4)</p>	<p>Class Discussion Tech Project Quizzes and Exam</p>
<p>4. Student will use appropriate adaptations and assistive technology for all individuals with disabilities (IC4S2)</p>	<p>Class Discussion On-line module Quizzes and Exams</p>
<p>5. Students will use and maintain assistive technologies (IC5S2)</p>	<p>Tech Project</p>
<p>6. Student will select, design and use medical materials and resources required to educate individuals whose disabilities interfere with communication. (IC7S4)</p>	<p>Class discussion Article Presentations</p>
<p>7. Student will develop and use a technology plan based on adaptive technology assessment. (IC8S5)</p>	<p>Class Discussion IEP Group Assignment</p>
<p>8. Student will participate in the selection and implementation of augmentative or alternative communication systems. (IC10S1)</p>	<p>Class Discussion Tech Project Final Exam</p>

COURSE REQUIREMENTS

Assessment based on portfolio of work, exams, participation & attendance.

Every student in this course **MUST** have a current copy of their BCI/FBI fingerprint verification on file. The fingerprinting must be valid for the entire semester. The fingerprint verification letters must be submitted on Canvas prior to any observing. You may **NOT** observe in a school until this verification is valid and submitted to Canvas. Fingerprint verification letters are due by January 24, 2017. No grade will be issued for this course without this verification.

Project Reflections (required for EACH and EVERY assignment)

Each project and course assignment must include a one-page project reflection. These must be typed and submitted through Canvas along with your assignment. I expect to see a thoughtful reflection. For each project and assignment, the student is to address the following questions.

1. What was your process in completing the project or assignment? How would you have changed or modified the process? Kept the same?
2. What frustrations did you experience in completing the project or assignment? Lack of material? Little time? What would you change to not be frustrated?
3. What did you learn from completing this project or assignment? What would you change or do differently?

PORTFOLIO OF WORK: (3 Assignments)

1. Observation Report (20% of your grade – worth 100 points x 2) (due February 20)

You will need to complete 6 hours of observations on students with special needs in a variety of settings. The students may **NOT** be students that you currently work with. The basis of the observation is to identify both current uses of assistive technology AND the need for additional assistive technology. The SETT Framework Chart should be used to gather your information and determine effectiveness of current technology and need for additional technology. Your 1000-word report (3-4 pages in length) is a narrative that must include the following information:

1. Describe the students and their settings.
2. Describe the types of AT that you see currently in use.
3. Identify any AT that YOU would incorporate.
4. Discuss how you came to the decision that you did.
5. Describe how you would implement these additional devices in the classroom. Develop a plan.
6. Reflection paper is required.
7. Complete and turn-in field experience log on Feb 21st.

Observation Report Rubric

<i>Criteria:</i>	Exemplary (16-20 points)	Acceptable (6-15 points)	Minimal (0-5 point)
DESCRIPTION OF STUDENTS AND SETTING	Clear, concise detailed information on students and situation	Some information and about student and setting.	Information presented lacking details and clarity
INFORMATION ON CURRENT AT USE	Clear, concise detailed information about the AT in use	Details about AT are not present, information listed and not discussed	Incomplete, minimal details
DETERMINATION OF NEEDED AT STRATEGIES	Clear, detailed strategies for use of AT	Has plan but not many details	Incomplete, unclear
APPROPRIATE SETTINGS FOR	Clear, detailed instructions for	Has plan but not many	Incomplete, unclear

AT USE	implementation in the class room	details	
METHOD OF INTRODUCTION	Clear idea of how to introduce to student and class	Has plan but not many details	Incomplete, unclear
REFLECTION	+2 pts if on time and complete		

2. IEP Group Project (10% of your grade – 100 points) (in class project on April 10)

You will work in small groups of your choice and will be given a case study on a student with special needs. In your group, you will complete relevant sections of the IEP based on the student's needs. The sections will be those relevant to technology and support services. ***I am looking for your application of the information discussed in class.*** IEP assignment will be completed in class. Reflection paper should be submitted through Canvas by midnight of ***the day of*** the assignment. In your reflection, include how you thought your team did on the IEP. What would you have changed? Why?

IEP Rubric

Criteria:	Exemplary (16-20 points)	Acceptable (6-15 points)	Minimal (0-5 point)
PROFESSIONAL PREPARATION	Extremely well organized; logical format that was easy to follow, flowed smoothly from one idea to another and clearly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the reader.
COLLABORATION	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions.	Some ability to interact; attentive listening; some evidence of discussion or alternatives.	Little interaction; very brief conversations; some students were disinterested or distracted.
PROCEDURE	Excellent use of an established method to determine need and technology needed	Tried to use an established method but did not follow through to the end.	Did not use any established method to determine need or technology. Hodgepodge approach (0 points)
FORMAT		Used the correct areas to reflect technology and services (16-20 points)	Did not Use the correct areas to reflect technology and services (0 points)
REFLECTION	Include your perception of how the team worked together. All students enthusiastically participated; responsibility for task is shared evenly.	Include your perception of how the team worked together At least half of the students confer or present ideas; responsibility is shared by most group members.	Include your perception of how the team worked together Only one or two persons actively participate; exclusive reliance on one person.

3. Tech Project (40% total: 10% for presentation, 10% for brochure, 20% for device list (ALL Device lists due April 17) (Presentation/brochure due April 17 or April 24)

In class you will determine which of the 13 IDEIA disability areas you wish to explore for your tech project. The project has **three** components: a device list, development of a brochure and a class presentation. There is also a reflection that is due on day of presentation.

Device List (20% of grade – worth 100 points x 2)

The written component is a table of assistive devices to be used with the student. Devices includes hardware, software, apps, etc. Your database must include a minimum of **TWENTY** devices—spread equally between the areas of low tech and mid/high tech. For each of the 20 examples of assistive technology, the database will include:

1. Name and description of the device (column 1)
2. Picture of the device (column 2)
3. Purchasing information, including cost (column 3)
4. Example of classroom use (column 4) (How does item relate/help disability)
5. Identify and group together all low tech and group together all mid/high tech (Remember definition of low tech and mid/high tech)
6. Identify your table by the disability area.

The Device List is to be done as a MS Word table, landscape orientation, four columns. Title your table with the disability area. Submit Device List through Canvas.

Brochure (10% of grade – 100 points)

Brochure to include:

- background information on the disability, causes, incidence, characteristics, impact on learning and instructional strategies (including AT).
- 1 page/2 sided
- Submit brochure on Canvas

Presentation (10% Of grade – 100 points)

Presentation to include:

- Overview of disability area. Summarize your information. Don't read
- **Demonstration** of 1 example of AT that you identified in your device list. One example from the low tech group and one example from the mid/high tech group. Include how the AT supports specific learning needs. (Define demonstrate)
- Distribution of brochure to class.
- The presentation should be 5-10 minutes in length
- Submit reflection of tech project on Canvas

Tech Project - Device List Rubric (20% of grade – 100 points x 2)

<i>Criteria:</i>	Exemplary 16-20 points	Acceptable 6-15 points	Minimal 0-5 point
DEVICE DESCRIPTIONS	Clear and appropriate description of the device	Limited device description	No description of device or only gave title
VISUAL REPRESENTATION	Picture or photograph of device is included		No picture or photograph of device
PURCHASING INFORMATION	Includes complete source information and cost	Incomplete source information or cost not included	Incomplete source information AND cost not included
CLASSROOM USE EXAMPLE	Complete description for classroom use and multiple ways to use in classroom	Some information on classroom use	No or very limited information on classroom use.
NUMBER OF DEVICES	Included all 20 devices	Included 20 devices but not well distributed	Less than 20 devices

Tech Project - Brochure Rubric (10% of grade – 100 points)

	Excellent 20 points	Good 15 points	Satisfactory 10 points	Needs Improvement 5 points
Organization of information	Each section in the brochure has a clear beginning, middle, and end.	75% or more sections of the brochure have a clear beginning, middle, and end.	60% of the sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.
Content-accuracy and information validity	All facts in the brochure are accurate and match cited resources.	99-90% of the facts in the brochure are accurate.	89-90% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling & mechanics	No spelling errors and all sections of brochure are free of writing errors.	No more than 1 spelling and/or writing errors are present.	No more than 3 spelling and/or writing errors are present.	More than 3 spelling and/or writing errors are present.
Attractiveness & organization	The brochure has exceptionally attractive formatting and well-organized information	The brochure has attractive formatting and well-organized information.	The brochure has well organized information or format but not both.	The brochure's formatting and organization of material is confusing to the reader.
Instructional Strategies	The brochure includes 4+ instructional strategies	The brochure includes at least 3 instructional strategies	The brochure includes 2 instructional strategies	The brochure includes 1 or no instructional strategies

Tech Project - Presentation Rubric (10% of grade – worth 100 points)

	Exemplary (21-30 points)	Acceptable (11-20points)	Minimal (0-10 point)
CONTENT	Presenter thoroughly addressed the assignment objectives: research detailing the effectiveness of the instructional	Presenter mostly addressed assignment objectives: research detailing the effectiveness of the instructional strategy was generally	Presenter only superficially addressed the assignment objectives: research detailing the effectiveness of the instructional strategy was not

	strategy was clearly and adequately explained. No mistakes were made with regard to content knowledge.	discussed but with little elaboration. Content missing minor elements or contained minor errors.	discussed. Several mistakes were made during the presentation.
ORGANIZATION	Presentation was very organized and was very easy to follow. Was within required time frame.	Presentation was fairly organized and pretty followable 5 minutes too long or too short of required time	Presentation was not clearly organized. Presentation was difficult to follow. Presenter was not organized, nothing makes sense. 10 minutes too long or too short of required time frame
VOCAL QUALITY AND EYE CONTACT	Natural variation of vocal characteristics (pace, pitch, power, pauses, articulation) to heighten interest and match message appropriately. Few, if any, verbal fillers.	Some limited variation of vocal characteristics. Use of pace, pitch, power and pauses seemed inconsistent at times. Some verbal fillers.	Presenter could be heard most of the time but at certain points were inaudible and/or inarticulate. Little pitch variation. Pacing was too slow/fast. Verbal fillers were noticeable and frequent
APPROPRIATE NUMBER OF EXAMPLES		One hands on example demonstrated during presentation (10 point)	Less than 2 hands on examples (0 points)
REFLECTION	+2 pts if on time and complete		

Quizzes (10% of grade – worth 10 points each x 10 quizzes = 100 points)

Quizzes will be given during class and will be averaged for a grade. You may drop ONE quiz score of your choosing. Eleven quizzes are scheduled, 10 will be averaged for a grade worth 20% of your final grade. The quizzes may be comprised of multiple choice, short answer, essay questions or in class assignments. The quizzes will cover the material covered in class and in your readings. You must READ the chapters BEFORE class.

Participation & Attendance (5 % for each for a total of 10% of grade – worth 50 points each)

Not only is attendance required but also participation in class discussions is mandatory to receive the maximum points. If you do not feel comfortable speaking in class, it will be your responsibility to discuss the issue with me. Interest and effort rather than quantity are key factors. Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade. Students are expected to have read the material **BEFORE** coming to class and to be ready to discuss the material in an informed manner. Included with the class participation grade may be the completion of short in-class group activities and/or quizzes.

Class participation and Attendance expectations

It is expected that all students will read all assigned materials and professionally contribute / participate in class discussions. **The instructor may or may not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist and to be able to professionally discuss tissues of curriculum development and instructional planning/implementation involved with general and special education.

Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade. When you are not in class, you are absent.

ASSIGNMENTS

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm)

Assignments are due on the posted calendar dates or dates adjusted during class times. **Assignments are “on time” if I have them by midnight of the day of class and on the date established in the syllabus. THE GRADE FOR LATE WORK WILL BE REDUCED BY 5% FOR EACH LATE DAY.** Course assignments and requirements may be changed as determined by the instructor.

Attendance and Participation Rubric

	50 Points	30-40 Points	10-20 Points	0-10 Point
Attendance 5 points	No absences. (50 points)	One absence and/or one tardy (10 minutes) (40 points) One absence and/or two tardies (30 points)	Two absences and/or two tardies (10 minutes) (20 points)	Three absences and/or tardies (10 point) Absent 4 or more times &/or 4+ tardies (10 min.). (0 points)
Participation 5 points	Is attentive and participatory in group discussions, frequently asks questions or volunteers information (50 points)	Mostly attentive with some hesitation, occasionally asks questions or volunteers information (30-40 points)	Frequently disengaged in group discussions, rarely asks questions or volunteers information (10-20 points)	Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class; (0 points)

EVALUATION

IEP Group Project.....	100 pts
Observation Report.....(20%).....	100 pts x 2
Tech Project – Device list...(20%).....	100 pts x 2
Tech Project - Brochure.....	100 pts
Tech Project – Presentation.....	100 pts
Quizzes	100 pts
Participation and Attendance.....	100 pts
TOTAL.....	900 points

GRADING SCALE

Undergraduate	900-837 = A
	836-818 = A-
	817-799 = B+
	798-779 = B
	778-759 = B-
	758-738 = C
	737-717 = C-
	716-696 = D
	695-0 = F