

Literary Braille Codes and Technology
SPED 6441
(USU SPED 6130)
Credits-4

Fall 2003

Monday MBH 212 4:30-6:30

Friday DSBVI 3:00-5:00

Syllabus

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Multi-University Consortium
Teacher Training Program
Sensory Impairments

Course Content and Student Objectives:

Literary Braille Codes and Technologies is the first of two courses that teaches preservice teachers reading, writing and teaching of the braille code. Upon completion of this course students will demonstrate the following competencies:

1. Ability to apply the rules of usage of the Literary Braille Code (Grade 1 & Grade 2).
2. Ability to read Literary Braille (Grade 1 & Grade 2) by sight.
3. Ability to write Literary Braille (Grade 1 & Grade 2) using a slate and stylus and a Perkins Braillewriter.
4. Ability to transcribe extensive print passages into literary braille, using correct formatting techniques for a variety of print features (e.g., poetry, tables, textbooks, worksheets, etc.)
5. Ability to produce Literary Braille using technology.
6. Ability to transcribe other braille codes: Music, foreign language.
7. Ability to assess students for Literary Braille usage.
8. Ability to develop and implement appropriate IEP goals and objectives for students using braille, including lesson plan development in the following areas: (a) development of tactile perception, (b) beginning reading and writing, (c) intermediate reading and writing, (d) use of basic braille technologies, and (e) modification of instructional methods and materials for students who read in center based and inclusive settings.
9. Ability to identify international, national, state, and local organizations and agencies serving individuals who use braille.

Expectations:

It is expected that assignments and readings will be completed outside of the scheduled class meeting times and that students and instructor will arrive prepared for each class session to participate in discussions and activities.

Class attendance is critical. **In-class quizzes and graded in-class activities will not be made up if a student is absent from that class.** Students are responsible for obtaining class notes, handouts, and announcements from other students in the event of an absence.

Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a Vietnam veteran, disabled veteran or person with a disability. The department of Special Education seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 581-8365.

Required Text available at the University Bookstore:

Ashcroft, S.C., Henderson, F., Sanford, L.D., & Koenig, A.J. (1994). New programmed instruction in braille: Third edition. Nashville, TN: Scalars Publishing.

Ashcroft, S.C., Henderson, F., Sanford, L.D., & Koenig, A.J. (1994). NPIB companion reader. (For the Third Edition) Nashville, TN: Scalars Publishing. (SCALARS Publishing, P.O. Box

382834, Germantown, TN 38183-2834, 1-901-737001)

Braille Authority of North America (BANA). (1994). English braille American edition. Louisville, KY: American Printing House for the Blind.

Wormsley, D.P., & D'Andrea, F.M. (1997). Instructional strategies for braille literacy. NY: American Foundation for the Blind.

Student Evaluation:

All assignments are to be typed, computer generated or Brailled (except interlined assignments) and submitted by deadlines noted in this syllabus. Criteria for grading all written assignments will include content, writing style (grammar, sentence structure, capitalization, punctuation, and professional vocabulary), and spelling (refer to APA 5th edition).

Requirements for Braille Assignments: (BRAILLE YOUR NAME ON EVERYTHING!)

1. Braille your name in the upper left corner of each page of your assignment, using capital letters where they are appropriate. Use the contractions that appear in your name as you learn them. On the right hand side of the same line, place the page number when you have learned literary numbers.
2. The first three chapter assignments should be double spaced. Chapter 4 and all assignments after Chapter 4 should begin on the second line (the line following your name and page number).
3. Number all pages of the assignment (when you learn the number sign). All print page numbers are to be placed in the upper right corner, leaving at least 3 spaces after the page number and before the end of the line. (The exception is a page break where no spaces are used). (Refer to handout). The braille page number should be brailled on the last line of the page in the lower right hand corner, again leaving at least 3 spaces after the page number and before the end of the line.
4. Leave only one space between words, and after a period.
5. In braille, the first line of a paragraph begins in the third cell of the line, e.g., two spaces are blank and in the third cell (space) you begin to braille. The body of the paragraph begins at the left margin.
6. Interlining or transcribing your braille into print is required. Write the print equivalent above the braille on each line. This will assist you in learning to read braille. As a teacher you will often be interlining you student's work so his other teachers may grade it.
7. If you make a mistake and realize it while brailleing a work, you may erase the braille and cover it with tape and braille over the top of it. **MAKE CERTAIN THE ERASURE IS COMPLETE!** You may also back up the Afoot@ (or embossing head lever) until it is over the mistake and block out the error with full braille cells. By using at least two full cells together, you are indicating an error. Leave a space after the error and begin again, such a method of starting over is termed Ablocking out.@ If you find an error(s) in proofreading, you may place a staple in front of that sentence (indicating to the instructor to ignore the sentence). Then rebraille the sentence before turning the assignment in. Other mistakes should be circled with a colored marking pen. The instructor will mark any additional mistakes in a different color. **You may not have more than one corrected/identified error on a page of braille you submit for a score.**

8. There are no re-brailled assignments allowed, proofread your assignments carefully.

Weekly/Chapter Assignments (15% of course grade)*:

1. Alphabet cards (make a set of 3x5 alphabet cards); and 2. words (3 times each), ax, am, mama, much, cam, luck, flax, bulb, lamb, bluff, back, flu, calf, lab, ask, bump, cuff, flax, kiss, black, mix, lava, gold, quiet, wild, zoom notes, toy, yes (all must be slated)

Chapter 2 - p. 26 AAdditional Practice@ (braillewriter); Interline AExtra Practice and More Practice@

Chapter 3 - p. 55 AExercise 3.55" sentences 1-4 (slate); sentences 5-10 (braillewriter); Interline AExtra Practice and More Practice@

Chapter 4 - p. 96 ASelf-Test@sentences 1-8 (braillewriter); 16 words (slate); Interline AExtra Practice and More Practice@

Chapter 5 - p. 126 ASelf-Test@40 words (slate); sentences 1-5 (braillewrite); Interline AExtra Practice and More Practice@

Chapter 6 - pp. 148-149 ASelf-Test@sentences 1-6 (braillewrite); 21 words (slate); Interline AExtra Practice and More Practice@

Chapter 7 - pp. 179-180 ASelf-Test@sentences 1-6 (braillewrite); 24 words (slate); Interline AExtra Practice and More Practice@

Chapter 8 - p. 203 ASelf-Test@sentences 1-10 (braillewrite); Interline AExtra Practice and More Practice@

Chapter 9 - p. 231 AExercise 9.92" letter (braillewrite); - p. 238 AII.@38 word phrases (slate); Interline AExtra Practice and More Practice@

Chapter 10 - p. 267 ASelf-Test@66 words (slate); sentences 1-5 (braillewrite); Interline AExtra Practice and More Practice@

Chapter 11 & 13 - p. 304 ASelf-Test@sentences 1-10 (braillewrite); p. 368 AThe Planets: Chapter Test@ (braillewrite)

*(You may choose to either skip ONE Chapter assignment or drop your lowest Chapter assignment score)

Professional Practice Activities (10% of course grade):

1. Observe 4 Braille lessons and complete observation forms (undergraduate students complete 2 observations).

2. Administer a Braille Assessment and produce a 1 to 2 page **professional assessment report** meeting the assessment rubric criteria.

3. Write an IFSP/IEP - (a) Develop and write a plan for an IFSP outcome for a child 0-2 years of age. It should be infused into at least three routines and be functional with at least three team members. (b) Develop and write a plan for an IEP objective for a child 3-21 years of age. This plan must match your assessment data and include: present level of educational performance, goals and benchmarks or short-term objectives, identify special education and related services, and identify supplementary services, programming modifications, include considerations for using braille in an inclusive classroom setting, and must meet the criteria specified by the IEP rubric.

4. Write 2 Lesson Plans- Include 2 lesson plans to teach specific Braille skills. Note on the lesson plans how to modify for a "pull out" lesson and for an inclusion lesson. On the inclusion lesson, detail information including which team members will support the lesson and how they

will do this, including any training or materials, modification, and an evaluation component. (To be presented to the class. May be completed as a team.)

5. Braille Production assignment (see Field Studies Syllabus).

Friday Activities (10% of course grade):

Reading Chapters-- Extra Practice and More Practice

Chapter Quizzes

Alphabet braille bag

Post a web link for a braille resource (download 10 and include in your portfolio)

Braille Birthday Card

Post your professional assessment report on WebCT Bulletin Board

View Braille-n-Speak video and learn Braille-n-speak with TVI & student

Braille Poem from WebCT or make your own Poem

Post IFSP or IEP on the WebCT Bulletin board

Literacy Activity (evaluate a children's book for children with visual impairments)

Produce a Braille Book (May use Duxbury and Romeo Printer)

Readings/APA Paper (15% of course grade):

\$ **Undergraduate:** Reading Logs (You may choose to drop one of the readings and submit 1 Lesson plan for using the APop-A-Cell.@

\$ Graduate: APA paper on readings - Please use the assigned readings as part of your references. This APA paper need to have 8 references (5 may be from your readings).

This paper should be 8 to 15 pages in length. (Begin this TODAY!)

Or-- I think that I will try to an experiment next year where the graduate students may choose to omit the APA paper if they: 1. submit the reading journals, and 2. choose to do either (a) a powerpoint presentation on one of the readings, or (b) submit 2 lesson plans for using the APop-A-Cell.@

Due Date For all Assignments: December 1st. A 10% penalty will be assessed for all assignments submitted after the due date. **No assignments will be accepted after December 9th.**

Braille Final (50% of course grade):

The final must be passed with a score of 80% or better to receive a passing grade in this class. This exam is scored in the following manner: There are 4 sections worth 100 points, for a total of 400 points possible. A minimum score of 80 out of 100 in each part of the exam is required to pass that section. You must pass all four sections with a score of 80 or more to pass the exam. If you fail to pass a section(s) you may retake an equivalent exam with in a six week period. If you again fail to get a score of 80 or above on all four sections (a minimum total score of 320) your score for the exam will be zero on all sections. **(On this exam you either get a B or better or you fail with zero points towards your grade for this class.)** (This is a 3-6 hour final. You may bring your BANA rules and a Webster's Dictionary as your reference sources. Distance students are responsible for identifying an appropriate test proctor who is approved by the class instructor, at least three weeks prior to the final, or come to the UofU on Dec. 5th for the final.)

Grades will be based on total points of: 90% > A; 80% > B; 70% > C; If students receive below 70% of the possible points they will receive a failing grade in this class.

Course Content/Readings:

(Note: 1. Name/Ch. refers to one of the textbooks. 2. The instructor reserves the right to alter the speed or sequence with which we go through these topics and chapters at any time.)

Date	Course Content	Readings
8/22	Introduction to Braille Introduction to Slate and Stylus Braillewriting	Instructional Strategies Chapter 1 DOT by DOT (see WebCT)
8/25 EDNET	Syllabus review, Historical perspectives Professional ethics, educational foundations	Instructional Strategies Chapter 2
8/29	Fun with slate and stylus (refer to WebCT calendar for assignment)	
9/1	Labor Day	
9/5	Introduction to Perkins Braillewriter	Braillewriter Information (see WebCT/readings)
9/8 EDNET	Alphabet whole-word signs	Instructional Strategies Chapter 3
9/12	Chapter 2 Quiz (refer to WebCT calendar); Post a web link for a braille resource (download 10 and include in your portfolio)	
9/15 EDNET	Punctuation Signs, etc.	Instructional Strategies Chapter 7
9/19	Chapter 3 Quiz; Braille Labeling (refer to WebCT calendar)	
9/22 EDNET	Whole- and Part- Word Signs Braille Assessments	
9/26	Chapter 4 Quiz; Braille Birthday Card (refer to WebCT calendar)	
9/29 EDNET	Part-Word Signs	
10/3	Fall Break	
10/6 EDNET	Meet with Charlotte Ovard at Granite School Dist.; IFSP & IEP Issues & Braille	Instructional Strategies Chapter 8

10/10	Chapter 5 Quiz; Braille Technology; Friday Activity- post your assessment on WebCT Bulletin Board
10/13 EDNET	Short-Form Words; Whole Word Signs, etc.
10/17	Chapter 6 Quiz; Braille-n-speak; Braille Poem from WebCT or make your own Poem
10/20 EDNET	Initial-Letter Contractions
10/24	Utah AER Fall Conference
10/27 EDNET	Lower Whole-Word Signs
10/31	Chapter 7&8 Quiz; Post IFSP or IEP on the WebCT Bulletin board
11/3 EDNET	Lower Part- Word Signs
11/7	Chapter 9 Quiz; Literacy Activity (refer to WebCT Calendar)
11/10 EDNET	Final-Letter Contractions
11/14	Make a Braille Book (refer to WebCT Calendar)
11/17 EDNET	Composition Signs: Punctuation; Electronic Addresses; Abbreviations
11/21	Final Friday Class- Open for student request or review
11/24 EDNET	Basic Braille Formats
11/28	Thanksgiving
12/1 EDNET	Student Presentations of Lesson Plans; Braille Final review. All assignments are due today.
12/5	Braille Final (begins at 3:00 p.m. and you may take until 9:00 p.m.) (Distance Students will take at their sites)