

COURSE OUTLINE

Student Development 129
Text-to-Speech Software Use for Reading and Writing Assistance

I. Catalog Statement

Student Development 129 provides instruction in effective use of text-to-speech software. Students with disabilities learn how to use this program as an assistive device for improving skills in reading, study skills, vocabulary development, prewriting, and editing to correct spelling and word usage.

Total Lecture Units: 1.0

Total Course Units: 1.0

Total Lecture Hours: 16.0

Total Faculty Contact Hours: 16.0

Prerequisite Skills: None

II. Course Entry Expectations

Skills Level Ranges: Reading 3; Writing 3; Listening/Speaking 3; Math 1

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. display correct usage of reading, writing, and study skills tools of text-to-speech software;
2. apply study skills software tools to highlight main ideas and essential supporting details in content area reading;
3. utilize text-to-speech software dictionary and thesaurus to increase vocabulary development;
4. utilize text-to-speech writing tools to correct spelling errors and incorrect word usage, including homonyms.

IV. Course Content

Total Faculty Contact Hours = 16

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|----|--|--------|
| A. | Introduction and Text-to-Speech Software Demonstration | 1 hour |
| B. | Text-to-Speech Reading Tools | 1 hour |
| | 1. Read/pause | |
| | 2. Personalizing | |
| | 3. Dictionary and thesaurus | |

- 4. Online reference and reading the web
- C. Text-to-Speech Study Skills Tools 1 hour
 - 1. Highlighting main ideas, supporting details, and vocabulary
 - 2. Extracting annotations
- D. Text-to-Speech Writing Tools 1 hour
 - 1. Keyboarding
 - 2. Correcting spelling errors
 - 3. Using Word Prediction to assist with spelling and selecting correct homophones
- E. The Use of Toolbars to Read Documents and Produce Responsive Essays 12 hours
 - 1. Read selected documents and highlight main ideas and important details
 - 2. Produce multi-column notes and outlines
 - 3. Brainstorm to produce graphic organizers and outlines
 - 4. Use organizers or outlines to create first drafts of responsive essays
 - 5. Edit essay for spelling and correct homophone usage
 - 6. Use dictionary and thesaurus to improve sophistication of vocabulary

V. Methods of Presentation

The following instructional methodologies may be used in this course:

- 1. classroom lecture and demonstration;
- 2. guided practice.

VI. Out of Class Assignments

The following out of class assignments may be used in this course:

- 1. individual projects (e.g. development of brainstorming, outlining, and first essay draft using software tools);
- 2. essays (e.g. development of three-paragraph essays from drafts, using software editing features).

VII. Methods of Evaluation

The following methods of evaluation may be used in this course:

- 1. instructor evaluation of student work;
- 2. final examination.

VIII. Textbooks

Instructor generated handouts.

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

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2. apply study skills software tools to highlight main ideas and essential supporting details in content area reading;
3. utilize text-to-speech software dictionary and thesaurus to increase vocabulary development;
4. utilize text-to-speech writing tools to correct spelling errors and incorrect word usage, including homonyms.