

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Marlene Cvetko	Date:	11/14/2019
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Department	Subject	Course Number	Title
Non-Credit Learning Skills	Non-Credit Learning Skills NC/LNSK	901	Text-to-Speech Software for LD

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Total Units

Total Contact Hours

16.00 - 48.00

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

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Maximum Enrollment:
Maximum Enrollment
Justification:

15
Course requires significant individualized instruction or assessment “ check all that apply: * Course requires that each student be evaluated individually on a set of skills more than twice per semester. Justification: This course requires individualized instruction to students to accommodate specific functional limitations.
NC-P/SP/NP
4930.32

Grading Method:
TOP code:

**Can be
Taken**

99

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course is designed to provide individualized instruction to learning disabled students who have been identified through diagnostic testing who need to develop skills in text-to-speech adaptive access technology.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course is designed to provide individualized instruction to learning disabled students who need to develop skills in text-to-speech adaptive access technology.

Need for the course:

During Program Review, Learning Skills looked at the curriculum. As a department we deactivated LNSK 079A “ a 2 unit credit course. Although the course had not been taught for a few semesters, the need still exists for a class in voice recognition to meet the needs of students with functional limitations. During program review, it was decided that deactivating the credit course and offering a non-credit option to reduce the impact of this course of total unit accumulation was in the best interest of the students. Some students have limited experience with voice recognition and may need fewer hours to become more proficient in the commands for formats and within CMS; others have no experience. Students with learning disabilities and other types of disabilities are frequently authorized to use text to speech as an accommodation for an identified functional limitation. Few of these students know the software with a level of proficiency that allows them to use the technology. This means that students are trying to learn the software at the same time they are trying to use it as an accommodation which takes away form the time they need to study the subject matter increasing the learning curve. This course is needed so that students can learn to use the technology and increase their level of proficiency.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Assess text-to-speech technologies and determine which technologies provide accommodation to meet their individual needs.
 2. Select software read options that will best accommodate functional limitations.
 3. Create a read accessible documents using scanning software and upload documents to build a library.
 4. Practice and demonstrate the ability to read accessible documents with proficiency.

Course Content:

(please number the outline of main topics and subtopics)

- 1.Text-to-Speech/Read software/tools
 1. Evaluate a variety of textual materials and select read features best suited to the media
 2. Scan and save reading materials in a variety of formats
 3. Read a variety of materials and/or media
 4. Reading web based media
 5. Reading within the CMS portal
 - 2.Problem solve text-to-speech functionality and limitations
 1. Problem solve sound systems and accuracy
 2. Functionality and limitations within the CMS
 3. Functionality and limitations for accessing library and research materials, including pdf
 4. Functionality and limitations on the web
 - 3.Integrative use of adaptive computer software applications and tools
 1. Commands common in text-to-speech applications
 2. Text extraction and editing
 3. Test taking strategies
 4. Integrating multiple applications including screen readers inside the CMS portal

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Individualized Instruction
Integration: Individualized instruction may be used to teach text-to speech/read accessibility features and options outlined in the individual study plan in order to accommodate identified functional limitations.
 - **Method:** In-class Exercises
Integration: In class exercises may be used to provide students with hands on practice using selected text-to speech/read technologies for accommodation of identified functional limitations.
 - **Method:** Directed Study
Integration: Directed study and guided practice may be used to instruct students in creating, accessing,saving, and editing documents read accessible documents.
 - **Method:** Lecture
Integration: Lecture may be used to introduce concepts and problem solve text-speech/read technology software solutions and techniques.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation
Integration: Evaluation of class participation will based on the student's development of skills using text-to speech/read software and functionality within selected media.
 - **Method:** Class Work

Integration: Class work will be evaluated each class meeting to determine measurable progress in the student's ability to apply text-to-speech/read technology and integrate skills to selected applications and media.

- **Method:** Projects

Integration: Projects may be used to evaluate the student's ability to scan, access and employ text-to-speech/read options in selected applications both outside and inside the CMS online learning environment.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. This project will allow you to practice skills integration using text-to-speech software.
 - Scan the reading in the handout and save in a pdf format.
 - Upload the document to your library and read the handout using the read feature.
 - Highlight the main ideas using the read software and create a set of notes.
 - Import the notes into a word processor, and develop your notes into a 10-12 sentence paragraph.
 - Use the read feature of your software to listen to your paragraph and edit as needed.
 - Save as (your name) Proj1.rtf.
2. The purpose of this assignment is to practice accessing and read materials directly from the Internet.
 - Search the web and select a site on your selected topic.
 - Using your preferred text-to-speech application, read the web page.
 - Take notes of the main points on the website.
 - Save your notes as (your name) webnotes.rtf

Textbooks:

- Gribben, Monica (2012). *The Study Skills Toolkit for Students with Dyslexia*. Corwin Press. ISBN: 978-0-857-02932-4
- Kruger (2017). *SOAR Study Skills; A Simple and Efficient System for Getting Better Grades in Less Time* Grand Lighthouse. ISBN: 978-0-9774280-0-7

Other Resources:

- Instructor Handouts
- Kurzweil Academy Training site: <https://www.kurzweiledu.com/kurzweil-academy/kurzweil-academy.html>

Minimum Qualification

- Learning Assistance/Learning Skills Coordinators or Instructors and Tutoring Coordinators (Masters Required) **or**
- Learning Disabilities: Disabled Student Programs and Services (Masters Required) **or**
- Learning Disabilities: Specialist (Masters Required) **or**
- NC/Specialized Instruction (Disabled Students Programs and Services)-Vocational **or**
- NC/Specialized Instruction, Disabled Students Programs and Services **or**
- Physical Disabilities: Disabled Student Programs and Services (Masters Required) **or**
- Special Education (Masters Required)