

## Instructor Information

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Phone (M): 617-797-6810

Office Hours: Online – Wednesdays, 8:00-9:00 PM

Mandatory Online Group Session: Wednesday, September 11, 8:00 – 9:00 PM

Face-to-face session: Saturday, December 7, 2019; 10:00 AM – 4:00 PM

**Note:** The following link will assist you in forwarding your UMB email account to your personal account: <https://support.office.com/en-US/article/Forward-email-to-another-email-account-1ED4EE1E-74F8-4F53-A174-86B748FF6A0E> Throughout the semester, we will communicate with you via your UMB email account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers.

## Course Information

**Course Title:** Braille I Communications

**Prerequisites:** An undergraduate degree or permission of the instructor(s)

**Prerequisite Skills:**

VISN 603, Braille I, teaches Unified English Braille as well as strategies for teaching braille literacy skills to students. UMass students must be able to read unaltered, embossed braille (visually or tactually) without modifications to complete the course.

**Course Description:**

This course will train individuals to teach reading and writing of contracted Unified English Braille. Participants will learn read embossed braille visually and to write Unified English Braille using a Perkins Braille Writer, computer keyboard for six-key entry, and a slate and stylus. Topics include teaching techniques for reading readiness, tracking, tactile discrimination, and reading methods. Reading problems and remediation will be discussed. Techniques used in education and rehabilitation will be included. The use of technology to produce braille will be reviewed

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certification, licensure, or transfer of credit.

**Technical Requirements:**

Perky Duck software, access to a computer with a keyboard capable of six-key entry to simulate the brailier, Perkins brailier with 42 cell line (Classic model), 27- or 28-cell slate & stylus, heavyweight braille paper ("wide" 11.5 x 11), computer microphone headset

**Required Text(s):**

- Instruction Manual for Braille Transcribing Unified English Braille Edition, 2015.*  
Washington, D.C.: Library of Congress. National Library Service for the Blind and Physically Handicapped
- Drills Reproduced in Braille, Supplement to Instruction Manual for Braille Transcribing Unified English Braille Edition, 2015* Washington, D.C.: Library of Congress. National Library Service for the Blind and Physically Handicapped
- Mangold, Sally, Olson, Myrna. R. 1997. *Guidelines and Games for Teaching Efficient Braille Reading.* New York, NY: American Foundation for the Blind. ISBN-0-8912-8105-3
- Simpson, Christine, Editor. 2013. *The Rules of Unified English Braille. Tasmania, Australia: International Council on English Braille.* ISBN-978-0-9807064-6-8
- Swenson Anna. 2016. *Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy.* 2<sup>nd</sup> Edition New York, NY: American Foundation for the Blind. ISBN- 978-0-89128-698-1

**Other Reading:**

Other reading as assigned

**Course Objectives:**

By fully participating in this course, you should be able to:

1. Read contracted braille visually and write contracted braille using a braille writer, computer keyboard for six-key entry, and slate and stylus. (BVI.3.S1)
2. Develop teaching techniques for reading readiness, tracking, tactile discrimination, and reading methods. (BVI.3.S6, BVI.5.S2, BVI.5.S8, BVI.5.S23)
3. Recognize conditions which require remediation in braille reading and writing. (BVI.4.S2, BVI.4.S10, BVI.5.S8)
4. Develop techniques of remediation for braille reading and writing. (BVI.4.S2, BVI.5.S8)
5. Develop an awareness of technology used to produce braille, including the braille writer, slate & stylus, and braille translation software. (BVI.3.S3, BVI.5.K1)
6. Develop an awareness of the impact of cultural, linguistic, and socioeconomic factors on the development of braille literacy by students with visual impairments, including those with additional disabilities. (BVI.3.K1, ICSI.1.K5, ICSI.6.K5 )

COURSE NOTE: At the end of the semester students are expected to read and write passages in braille of 80-90 words with no more than 15 errors combined in a 1.5 hour period using a single reference. This skill will be demonstrated through the final exam. Any student who receives more than 16 errors on the exam does not meet the minimum competency for this course and will receive a grade of zero on the exam. Weekly braille assignments and drills are designed for students to build proficiency with Unified English Braille over the course of the semester. Students should plan on spending time throughout the week with the practice exercises and drills on paper with the brailier.

**Core Competencies:**

The topics and assignments of this course have been designed to prepare thoughtful and responsive educators skilled in using the Unified English Braille code and instructional practices for students with visual impairments. The objectives for this course focus on the following core competencies:

- ❖ commitment to development of skills to maintain an ideal of service
- ❖ understandings of content, pedagogy and technology
- ❖ skills to understand and apply multiple perspectives to a range of experiences and situations
- ❖ practices which embody caring, collaboration, reflection and social justice

### Required Assignments:

Transcription assignments are passages in print that are to be transcribed into braille on paper with the Perkins braille, electronically with the NERCVE online braille, and electronically with Perky Duck software. An assignment calendar will be posted in the course with due dates for all assignments and resubmissions.

Homework transcription assignments one through six contain multiple parts:

1. NERCVE online braille exercise
2. Perky Duck file
3. Paper with the Perkins braille

Homework transcription assignments seven through eleven contain two parts:

1. NERCVE online braille exercise
2. Perky Duck file

Students must complete the exercise in the NERCVE Online Braille to view the details for the transcription assignment. Homework transcription assignments one through six must be submitted on Perky Duck before the paper assignment can be completed. Each assignment will be proofread by the instructor, marked for errors, and returned to the student with feedback. The student is expected to review the returned file and post in the homework journal area how the errors if any, should be corrected. The final paper transcription should not be submitted until the posting has been approved by the instructor. Paper assignments will be exchanged through the U.S. mail.

Homework transcription assignments seven through eleven are to be completed using Perky Duck software and submitted electronically within Blackboard. Electronic assignments must be uploaded into the assignment drop box; e-mail attachments will not be accepted. There is no paper submission for assignments seven through eleven.

Transcription assignments will be graded as follows:

- ❖ Transcriptions 1-6: NERCVE online braille and Perky Duck file, 50 points (no partial credit, no point deductions for errors) + paper transcription, (50 points, 2 point deduction for each error) for a total grade of 100 points on each assignment.
- ❖ Transcriptions 7-11: NERCVE online braille and Perky Duck file, (2 point deduction for each error) for a total grade of 100 points on each assignment.
- ❖ Homework journal: each graded transcription must be reviewed by the student with a follow-up journal response discussion to analyze errors/corrections.

**The use of braille translation software or app and/or sharing of Perky Duck files between students is strictly prohibited. Each student must prepare his/her own transcription assignment completely and each student must begin with his/her own blank file in Perky Duck.** The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. Any student found to be in violation of this policy will be sanctioned in accordance with University policy on academic dishonesty.

Contractions and other braille symbols may not be used until they are taught. Two (2) points will be taken off for each error on a homework transcription assignment. Errors on transcription assignments are defined as incorrect paper orientation, incorrect crossing out or erasures, incorrectly brailled cell, spacing errors, format irregularities including margin settings, omitted or repeated text, incorrect division of words, and improper use of rules.

Transcription Assignments:

1. Transcription assignment on week 1 material
2. Transcription assignment on week 2 material
3. Transcription assignment on week 3 material
4. Transcription assignment on week 4 material
5. Transcription assignment on week 5 material
6. Transcription assignment on week 6 material
7. Transcription assignment on week 7 material
8. Transcription assignment on week 8 material
9. Transcription assignment on week 9 material
10. Transcription assignment on week 10 material
11. Transcription assignment on week 11 material

### **Interlinings**

The assessment tool in Blackboard will be used to submit interlining assignments. Students will be asked to interline (translate from braille to print) a passage of braille from an embossed workbook provided by the instructors. The interlining assignments are untimed and must be completed within the session period. Students may refer to course resources (textbook, web lessons, class notes) for all interlinings. Students may not consult other students for interlining answers and use of a braille translation program for assistance with answers is prohibited.

### **Final exam**

The final exam will consist of an in-person braille exam given during the face-to-face meeting at the end of the semester. The test will include interlining and braille transcription on paper with the Perkins brailler using a paper copy of the Instruction Manual as a reference. A reference sheet of symbols will also be provided by the instructor. The use of electronic devices with braille translation capability, internet access, and spell check will not be permitted at the exam. Students who are registered for accommodations with the Ross Center for Disability Services must request accommodations in advance to ensure that they are available at the exam. Two (2) points will be deducted for each unique error with a failing grade of 0 (zero) assigned for any exam containing more than 16 unique errors.

**Materials project**

Students will work in small groups to develop a braille game. Students will be assigned to groups through a random selection process using the group management tool in Blackboard. The game and materials will be presented to the class at the required face-to-face meeting.

**Pre-Practicum**

Two pre-practicum experiences are required for this course.

1. Accessible instructional materials center visit and reflection
2. Observation of a braille lesson and reflection

Students will receive detailed information about the requirements. Documentation needed for the pre-practicum assignment can be found on the NERCVE web site:

1. O& M and VRT: [http://www.nercve.org/sites/nercve.org/files/files/om%20vrt\\_pre-prac\\_form.doc](http://www.nercve.org/sites/nercve.org/files/files/om%20vrt_pre-prac_form.doc)
2. TVI: <http://www.nercve.org/sites/nercve.org/files/tviprepracform.doc>

**Discussions**

Each student is expected to actively participate in each of the graded discussion topics and the course introductions topic. Active participation is defined as posting an individual response that demonstrates thoughtful reflection on the topic and providing at least one response to another student’s posting during the open period that engages and furthers the discussion. Students who post all responses on the same day or who wait until the last day to post their responses will not be considered as actively participating in the discussion topic and will not be eligible for full credit.

Discussion topics:

1. Braille tracking activity reflection (week 8) 10 pts.
2. Story boxes (weeks 9 & 10) 30 pts.
3. Braille tracking activity reflection #2 (week 11) 10 pts.
4. Power of braille (week 12) 20 pts.
5. Braille lesson observation (pre-practicum) 30 pts.

**Participation**

The participation grade is based on the student's active participation in all aspects of the course. Included under this area are participation in the required online session (10 pts), homework journal (30 pts), pre-practicum site visit (30 pts), and timeliness (30 pts). A total of 100 points is assigned for this area of the grade.

Assignment/Deliverable	Grade %
<b>1. Braille transcription assignments</b>	<b>50%</b>
<b>2. Braille interlining assignments</b>	<b>10%</b>
<b>3. Final Exam</b>	<b>25%</b>
<b>4. Group Project</b>	<b>5%</b>
<b>5. Discussions</b>	<b>5%</b>

<b>6. Participation</b> (as defined above)	<b>5%</b>
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**Course Policies:**

- ❖ Attendance – Attendance is required at the group session held during the first week of class. If you miss the opening session you must communicate with the instructor and review the recording of the session posted by the instructor.
  - Attendance at office hours is optional.
  - Attendance at the face-to-face session is mandatory unless alternative arrangements have been made by the program coordinator or director (distant cohorts). Students who do not attend the in-person exam will receive a penalty percent deduction from the overall course grade.
- ❖ Group Work – Groups will be assigned by random selection for the materials project.
- ❖ Late Work – Five points will automatically be deducted for every day the assignment is late for five days after which the assignment is marked at zero. Faculty are not obliged to provide feedback on assignments marked at zero. One **Free Late Ticket** will be posted in the assignment area of the course. Students may choose to use this late ticket for any assignment before session 11. Upon submission of the Free Late Ticket, the student will receive an automatic four day extension on the assignment, no questions asked. The ticket must be submitted BEFORE the due date of the assignment to be accepted. It is the student’s responsibility to be sure that the assignment arrives on time. Please plan ahead and allow enough time to compose, upload and submit assignments. When the system is very busy (such as within 10 or 15 minutes of the due date and time), uploading attachments can become slow. Students should not wait until the very last minute to put the assignments in the drop box or to begin an assessment. Individual technical problems are not a valid excuse for late assignments or incomplete assessments.
- ❖ Incomplete or missed assessments receive the following penalty – Online quizzes will be untimed but must be completed by the due date shown. Extensions will not be given on quizzes. Any quiz that has not been started by the due date will receive an automatic zero grade. Any quiz that was started but not submitted by the due date will be automatically submitted by the system and graded for a partial score. Five points will be deducted from the resulting score. The due dates for each of the assignments and assessments are stated in the assignment calendar posted by the instructor. Although reminders to impending due dates will be included in the weekly message from the instructor, it is ultimately the student’s responsibility to insure that all assignments are ready to be turned in by the expected due date. All assessments must be completed by the stated end date.

**Mission of the School for Global Inclusion and Social Development:** The School for Global Inclusion and Social Development promotes empowering communities locally, nationally, and internationally to advance wellness, educational access, economic participation, and social opportunities for all their citizens by developing leaders, building knowledge, and demonstrating real-world innovations that embrace inclusion.

**Grading**

**Grading:** Grade type for the course is a whole or partial letter grade. (Please see table below)  
 Note: the lowest passing grade for a graduate student is a “C”. Grades lower than a “C” that are submitted by faculty will automatically be recorded as an “F”. Please see the Graduate Catalog for more detailed information on the University’s grading policy.

UMass Boston Graduate Grading Policy			
	Letter Grade	Percentage	Quality Points
	A	93-100%	4.00
	A-	90-92%	3.75
	B+	87-89%	3.25
	B	83-86%	3.00
	B-	80-82%	2.75
	C+	77-79%	2.25
	C	73-76%	2.00
	F	0-72%	0.0
	<b>INC</b>	<b>Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.</b>	N/A
	IF	Received for failure to comply with contracted completion terms.	N/A
	W	Received if withdrawal occurs before the withdrawal deadline.	N/A
	AU	Audit (only permitted on space-available basis)	N/A
	NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

**Grading Rubrics**

**Discussions 1, 3, 4 Rubric**

Objective/ Criteria	1	2	3	4
Posting and Responding	No posts	Post once to the discussion.	Post and respond at least once to the discussion.	Post and respond at least once with content that engages and promotes further discussion.
Timeliness	No posts	First post is on last day of discussion.	Posts and responses are made before the last day, but all were made on the same day.	Posts and responses to posts are made over a time span of several days, fostering ongoing discussions.

**Discussion 2, 5 Rubric**

Objective/ Criteria	0 points	1-4 points	5-9 points	10 points
<b>Main Post</b>	Did not post a reflection	Reflection contains little or no relevant detail. Demonstrates minimal effort on the topic.	Reflection incorporates some details and examples of information from course readings.	Reflection contains content that demonstrates thought and reflection, incorporates and applies information from course readings with the experience; engages and promotes further discussion.
<b>Responding to Others</b>	Did not respond to any postings	Posted at least one response to others, but with minimum effort. (e.g. "I agree with Bill")	Responses to other students' postings contain some examples or questions that further the discussion.	Thoughtful, well-developed responses that engage and promote further discussion.
<b>Timeliness</b>	No posts were made	Posts and responses are made before the last day, but all were made on the same day.	Posts and responses somewhat distributed throughout the discussion period.	Postings well distributed throughout the discussion period, fostering ongoing discussions.

**Materials Project Rubric:**

	C	B	A
<b>Product &amp; Design</b>	(15 points) Student demonstrates minimal understanding of the braille game. The activity is not adequately planned nor defines the concept or skill targeted in regards to braille readiness, instruction, or remediation. Game is incomplete or components are missing. Activity design demonstrates a lack of understanding of the impact of a vision impairment on a child. The activity as described is incomplete and cannot easily be carried out by another teacher, family member, or paraprofessional. Materials and/or ideas are not appropriate for a tactual learner.	(20 points) Student demonstrates good understanding of the braille game. The activity is adequately planned and defines the concept or skill targeted in regards to braille readiness, instruction, or remediation. The game is in a complete form with all components present and working. Activity design demonstrates a basic understanding of the impact of vision impairment on a child. The activity as described covers most aspects of planning to be carried out by another teacher, family member, or paraprofessional. Materials and/or ideas are adequate.	(25 points) Student demonstrates exemplary understanding of the braille game. The activity is well planned and clearly defines the concept or skill targeted in regards to braille readiness, instruction, or remediation. The game is in a complete form with all components present and working. Activity design demonstrates thought and reflection about the impact of vision impairment on a child. The activity as described can easily be carried out by another teacher, family member, or paraprofessional. Materials and/or ideas are unique and demonstrate creativity.
<b>Learning Objectives</b>	(15 points) Concept(s) or areas being targeted are not adequately defined. Explanation of why the concept needs development is not adequately stated. Teaching suggestions and/or strategies interrupt the understanding and/or flow of the game.	(20 points) Concept(s) or areas being targeted are adequately defined. An explanation of why the concept needs development is adequately stated. The teaching suggestions and/or strategies are appropriate for understanding of the game.	(25 points) Concept(s) or areas being targeted are well defined. An explanation of why the concept needs development is clearly stated. The teaching suggestions and/or strategies enhance understanding of the game.
<b>Braille</b>	(15 points) Braille is not accurate and contains multiple errors, erasures, or block-outs. Braille is confusing or difficult to read. Braille content is not appropriate for the targeted learner(s).	(20 points) Braille is accurate with no errors. Braille is clear and readable. Braille content is appropriate for the targeted learner(s).	(25 points) Braille is accurate, clean, crisp and readable with no errors, erasures, or block outs. Braille content demonstrates careful attention to the learning needs targeted learner(s).
<b>Paper Quality</b>	(15 points) The tone is not consistently professional or appropriate for an academic paper; contains serious formatting errors, or has not been adequately checked for errors. Frequent typographical, grammatical, and/or spelling errors are noted. Paper does not follow more than one of the specified format guidelines.	(20 points) The tone is generally professional. For the most part, it is appropriate for an academic paper. Paper is mostly well-formatted and error-free. There are few or no typographical, grammatical, or spelling errors. Paper follows all but one of the specified format guidelines.	(25 points) The tone is consistently professional and appropriate for an academic paper. Contains no errors in mechanics, grammar, syntax or spelling. Paper follows all specified format guidelines.

## Methods of Instruction

**Methods:** The class is organized into weekly online sessions. Each new session will become available on Monday morning at 9 am. The plan for each week will be unavailable until this time. Please visit the weekly session folder at the beginning of each week to review the plan for the week so you can budget your time accordingly. The course instructor will also send you a weekly e-mail to remind you that a new session has started and describe the activities planned for the week.

## Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. <http://www.umb.edu/academics/vpass/disability/> After registration with the Ross Center, a student should present and discuss the accommodations with the professor. Although a student can request accommodations at any time, we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

## Academic Integrity and the Code of Student Conduct

It is the expressed policy of the University that every aspect of academic life--not only formal coursework situations, but all relationships and interactions connected to the educational process--shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student's own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and relevant program student handbook(s). [UMB Code of Student Conduct](#)

You are encouraged to visit and review the UMass website on *Correct Citation and Avoiding Plagiarism*: <https://umb.libguides.com/citations>

## Other Pertinent and Important Information

**Communication:** General course questions and questions about braille lessons should be posted in the related discussion boards. Questions posted in the discussion boards will be answered within 24 hours except questions pertaining to answers on tests or quizzes which will not be answered until all students have completed the test/quiz. The discussion board is used for all non-private questions. Messages considered private or confidential can be e-mailed to the instructor(s) and will be answered within 24 hours unless otherwise notified. In a traditional classroom, students ask questions and the entire class benefits at

once from hearing the question and answer. Additional discussion sometimes results from this type of environment. Students should subscribe to discussion forums in Blackboard to stay engaged with any course discussions that may be underway and to receive immediate notification by email of new discussion postings. Students are expected to have effective and timely communication with the instructor regarding any urgent situations of a personal or technical nature which may impact the student's submission of assignments, assessments or attendance at required meetings.

**Live Online Conference Sessions:** This course utilizes an online conferencing system that provides for live, interactive, online sessions with audio and text options. A schedule of online conferences will be posted in advance. The instructor(s) will also hold weekly office hours online. A link to the conference room is provided within the course. A headset microphone is required to participate in the online sessions. Students are encouraged to test their computer connection with the conference system in advance of the first session by following posted instructions. You may be required to download and install a plug-in. Headphones with a microphone may be purchased at any computer or electronics and are also available in the UMass bookstore.

One online group conference will be held during the first week of the semester. Attendance at this group session is mandatory. The session will be recorded and a link will be available for playback of the session. A weekly office hours session will be held on Wednesday evenings from 8:00 – 9:00 PM EST. Attendance is optional at office hours. The instructor will be available in the online room for drop-ins during the posted hours.

**Coursework Difficulties:** This course requires a substantial time investment each week to study and develop skills in reading and writing braille. Please discuss all coursework matters with me sooner than later so that we can develop a plan for study.

**Incomplete Policy:** Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.

**Withdrawing from this Course:** Please refer to the written policies and procedures on formal withdrawal and add/change dates listed in the Graduate Studies Catalog.

**Course Schedule**

**Week 1**

<b>Core Topic(s)</b>	Introduction to the braille alphabet, writing in braille, numbers in braille
<b>Learning Objectives</b>	Develop a basic definition of braille and understand the configuration of a braille cell Become familiar with the alphabet in braille Demonstrate use of braille indicators for numeric mode Demonstrate basic operation of the Perkins braille writer
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 1
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailer Discussion: Introductions
<b>Assignment(s) &amp; Due Date</b>	Transcription #1, NOB & Perky Duck <b>DUE Session 2</b> ; Paper <b>DUE Session 5</b> Interlining assignment, <b>DUE Session 2</b> ; Discussion postings: <b>DUE Session 3</b> Pre-Practicum: accessible instructional materials center visit, <b>DUE Session 12</b> Pre-Practicum: braille lesson observation <b>DUE Session 12</b>

**Week 2**

<b>Core Topic(s)</b>	Capitalization, selected punctuation, indentation, marking contractions, rules for numbers and punctuation marks
<b>Learning Objectives</b>	Set margins on a classic Perkins braille writer Demonstrate use of basic punctuation including US currency Demonstrate use of braille indicators for capitalization Demonstrate use of indentation in braille
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lessons 2 & 3
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailer
<b>Assignment(s) &amp; Due Date</b>	Transcription #2, NOB & Perky Duck <b>DUE Session 3</b> ; Paper <b>DUE Session 5</b> Interlining assignment, <b>DUE Session 3</b>

**Week 3**

<b>Core Topic(s)</b>	Alphabet wordsigns, strong contractions, strong contractions as groupsigns
<b>Learning Objectives</b>	Develop a basic definition of a contraction as it pertains to braille Demonstrate use of alphabetic wordsigns in braille Demonstrate use of the five strong contractions Demonstrate the use of strong contractions as parts of words (groupsigns)
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 4
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailer

<b>Assignment(s) &amp; Due Date</b>	Transcription #3, NOB & Perky Duck <b>DUE Session 4</b> ; Paper <b>DUE Session 7</b> Interlining assignment, <b>DUE Session 4</b> Homework Journal
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**Week 4**

<b>Core Topic(s)</b>	Strong wordsigns, strong groupsigns, ordinal numbers
<b>Learning Objectives</b>	Demonstrate use of strong wordsigns Demonstrate use of strong groupsigns Demonstrate understanding of the difference between strong wordsigns and strong groupsigns
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lessons 5 & 6
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailer
<b>Assignment(s) &amp; Due Date</b>	Transcription #4, NOB & Perky Duck <b>DUE Session 5</b> ; Paper <b>DUE Session 7</b> Interlining assignment, <b>DUE Session 5</b> Homework Journal

**Week 5**

<b>Core Topic(s)</b>	Lower wordsigns; lower groupsigns; introduction to shortform words
<b>Learning Objectives</b>	Define lower wordsigns and demonstrate their use Demonstrate use of five lower groupsigns Demonstrate use of a select group of shortforms
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 7
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailer
<b>Assignment(s) &amp; Due Date</b>	Transcription #5, NOB & Perky Duck <b>DUE Session 6</b> ; Paper <b>DUE Session 9</b> Interlining assignment, <b>DUE Session 6</b> Homework Journal

**Week 6**

<b>Core Topic(s)</b>	Lower groupsigns (double –letter signs and ea); more shortforms
<b>Learning Objectives</b>	Define double-letter signs and demonstrate their use Demonstrate use of a select group of shortforms
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 8
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailer
<b>Assignment(s) &amp; Due Date</b>	Transcription #6, NOB & Perky Duck <b>DUE Session 7</b> ; Paper <b>DUE Session 9</b> Interlining assignment, <b>DUE Session 7</b> Homework Journal

Week 7	
<b>Core Topic(s)</b>	Initial-letter contractions; more shortforms, introduction to teaching methods
<b>Learning Objectives</b>	Define initial-letter contractions and demonstrate their use Understand rules for initial-letter contractions as parts of words Demonstrate use of a select group of shortforms Understand the need for specialized teaching methods for braille
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 9 Guidelines and Games for Teaching Efficient Braille Reading, p. 10 (Nature of Tactual Reading) to p. 18 Beginning with Braille, Chapters 1-2
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier Video: "Characteristics of Good Braille Readers"
<b>Assignment(s) &amp; Due Date</b>	Transcription #7, NOB & Perky Duck <b>Session 8</b> Interlining assignment, <b>DUE Session 8</b> Homework Journal

Week 8	
<b>Core Topic(s)</b>	Final-letter contractions; more shortforms; reading readiness in young children, development of tracking, and tactile discrimination in children and adults; braille readiness in children and adults; early literacy skills
<b>Learning Objectives</b>	Define final-letter contractions and demonstrate their use Demonstrate use of a select group of shortforms Develop teaching techniques for braille readiness and early literacy
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 10 Beginning with Braille: Chapters 3 & 4 Guidelines and Games for Teaching Efficient Braille Reading, pages 28 - 46
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier Hands-on braille tracking & tactile discrimination exercise and reflection Video: "Preschool and Braille Readiness" Discussion 2
<b>Assignment(s) &amp; Due Date</b>	Week 8 discussion postings: <b>Due Session 9</b> Transcription #8, NOB & Perky Duck <b>DUE Session 9</b> Interlining assignment, <b>DUE Session 9</b> Homework Journal

Week 9	
<b>Core Topic(s)</b>	Shortforms; the development of reading and writing, reading series, federal quota funds
<b>Learning Objectives</b>	Demonstrate use of shortform words Demonstrate use of shortform words as parts of longer words Demonstrate understanding of using the shortform word list

<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lesson 11 Beginning with Braille: Chapters 5 & 6
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier Discussion 3 Video: "Teaching Reading and Writing of Braille"
<b>Assignment(s) &amp; Due Date</b>	Week 9 & 10 discussion postings: <b>Due Session 11</b> Transcription #9, NOB & Perky Duck <b>DUE Session 10</b> Interlining assignment, <b>DUE Session 10</b> Homework Journal

### Week 10

<b>Core Topic(s)</b>	Grade 1 mode; abbreviations, initialisms and acronyms, symbols, numeric space, and dates; slate & stylus; teaching braille reading and writing
<b>Learning Objectives</b>	Demonstrate use of the grade 1 indicators Demonstrate use of special symbols State rules for use of contractions in abbreviations, initialisms, and acronyms Demonstrate use of the slate & stylus for writing braille
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lessons 12 & 13 Beginning with Braille, Chapters 7, 8, 9 Guidelines and Games for Teaching Efficient Braille Reading, Chapter 5
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier Discussion 4 Video: "Teaching Remedial Braille"
<b>Assignment(s) &amp; Due Date</b>	Transcription #10, NOB & Perky Duck <b>DUE Session 11</b> Interlining assignment, <b>DUE Session 11</b> Homework Journal

### Week 11

<b>Core Topic(s)</b>	Roman numerals, fractions, mixed numbers, mathematical signs of operation, superscript & subscripts, electronic addresses, typeform indicators, ellipsis, the standing alone rule
<b>Learning Objectives</b>	State the effect of typeform indicators and demonstrate their use Demonstrate use of specific mathematics symbols, including signs of operation Demonstrate use of superscripts and subscripts Demonstrate understanding of technology used to produce braille
<b>Reading Assignment</b>	Instruction Manual for Braille Transcribing, UEB Edition, lessons 14 & 15 Guidelines and Games for Teaching Efficient Braille Reading, pages 99-107
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier Discussion 5 Video: "Teaching the Slate & Stylus"

<b>Assignment(s) &amp; Due Date</b>	Week 11 discussion postings: <b>Due Session 12</b> Transcription #11, NOB & Perky Duck <b>DUE Session 12</b> Interlining assignment, <b>DUE Session 12</b> Homework Journal
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**Week 12**

<b>Core Topic(s)</b>	Review shortform word list, grade 1 mode, and numeric mode
<b>Learning Objectives</b>	Strengthen understanding of grade 1 and numeric mode Demonstrate use of the shortform word list
<b>Reading Assignment</b>	none
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier General Review Video: “Braille and Technology”
<b>Assignment(s) &amp; Due Date</b>	Week 12 discussion postings: <b>Due Session 13</b> Homework Journal Final Exam Braille game presentations

**Week 13**

<b>Core Topic(s)</b>	Personal application of braille, final exam, and wrap-up
<b>Learning Objectives</b>	Understand applications of braille for home and personal management
<b>Reading Assignment</b>	none
<b>Class Activities</b>	Hands-on practice with the Perkins braille writer Hands-on practice with the NERCVE Online Brailier General Review Video: “Personal Touch”
<b>Assignment(s) &amp; Due Date</b>	Braille game individual paper: <b>DUE Session 13</b>

Note: Due dates are the first day of the listed session. Please refer to the assignment calendar posted in the course for specific dates each semester.

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