The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.

** The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.
Instructors
Rai Thompson, CALT-QI
Cena Holifield, Ph.D., CALT

Class Location
William Carey University
Hattiesburg Campus
Contact
rthompson@neuhaus.org
cholifield@wcu.edu

Meeting Times
TBA
Semester Hours
3 semester hours

COURSE DESCRIPTION

DYS 673: This course provides instruction of research-based multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. Students will learn to administer the MSDTA Dyslexia Screener.

PREREQUISITES: DYS 670, DYS 671, DYS 672

REQUIRED TEXT


BOOK REVIEW (Part 1 and 2)


COURSE GOALS:
Each Dyslexia Therapy intern will meet the following learning outcomes established by William Carey University Expanded Statement of Mission (WCU), School of Education Conceptual Framework and Outcomes (CF), School of Education Goals (EG), The Interstate Teacher Assessment and Support Consortium (InTASC), Association of Childhood Education International (ACEI), and International Dyslexia Association (IDA).

After completing the requirements of this course, students will:

- Describe characteristics of research-based reading instruction including key terminology and definitions (WCU: 1, 2; CF: 1, 2, 5, 6; EG: 1, 2, 5; InTASC: 1, 2, 3, 4, 9; ACEI: 1, 2.1, 5.1; IDA: E-3).

- Utilize evidence-based instructional routines and techniques to plan effective reading lessons for students with dyslexia (WCU 1, 2, 4; CF: 1, 2, 3; EG: 1, 2, 3, 4, 5; InTASC: 1, 2, 4, 7, 8; ACEI: 1, 2.1, 3; IDA: E-3).

- Utilize assessment data to plan instruction for students with dyslexia (WCU: 1, 2, 4; CF: 1, 2, 3.; EG: 1, 2, 3, 4, 5, 6, 9; ACEI: 1, 2.1, 5.1; IDA: D, E 1-6).

- Explain the developmental processes necessary for reading acquisition (WCU: 1, 2, 4; CF: 1, 2, 3; EG: 1, 2, 3, 5; ACEI: 1, 2.1, 3, 5.1; InTASC: 1, 2, 3, 4; ACEI: 1, 2.1, 3, 5.1; IDA: E-3).

- Explain how reading assessments are used to identify students with dyslexia or at-risk for reading failure (WCU: 1, 2, 4; CF: 1, 2, 3, 6; EG: 1, 2, 3, 5, 6; InTASC: ACEI: 1, 2, 4, 5.1; IDA: E-6).

- Utilize research-based instruction for reading accuracy and fluency to plan for the needs of students with dyslexia (WCU: 1, 2, 4; CF: 1, 2, 3, 6; EG: 1, 2, 3, 5, 6; InTASC: ACEI: 1, 2, 4, 5.1; IDA: E-6).

- Demonstrate a lesson using best practices for accuracy and fluency (WCU: 1, 2, 4; CF: 1, 2, 3, 6; EG: 1, 2, 3, 5, 6; InTASC: ACEI: 1, 2, 4, 5.1; IDA: E-6).

- Write a book review (WCU: 1, 2, 4; CF: 1, 2, 4; EG: 3, 5; InTASC: 4, 5, 9; ACEI: 1, 2.1, 5.1).

- Screen a minimum of five 1st graders using the MSDTA Dyslexia Screener (WCU: 1, 2, 4; CF: 1, 2, 3, 6; EG: 1, 2, 4, 5, 6; InTASC: 1, 2, 3, 5, 6; ACEI: 1. 2.1, 5.1; IDA: D).

- Accumulate dyslexia therapy internship hours (WCU: 1, 2, 4; CF: 1, 2, 3, 6; EG: 1, 2, 4, 5, 6; InTASC: 1, 2, 3, 4, 5, 7, 8; ACEI: 1.1.2, 3, 4, 5; IDA: A-E).

Key Assessment: Demonstrate competency in delivering the components of Orton-Gillingham based multisensory structured language dyslexia therapy via video and/or skype.
during practicum dyslexia therapy session (WCU 1, 4; CF: 1, 2, 3, 6; EG: 1, 2, 4, 5; InTASC: 1, 2, 4, 7, 8; ACEI: 1, 2.1, 3, 5; IDA: E-1 ).

REQUIREMENTS AND GRADING

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Dyslexia Screener Project</td>
<td>20 points</td>
</tr>
<tr>
<td>2</td>
<td>Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>3</td>
<td>Dyslexia Therapy Session Video</td>
<td>30 points</td>
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<tr>
<td>4</td>
<td>Book Review Part 1</td>
<td>10 points</td>
</tr>
<tr>
<td>5</td>
<td>Book Review Part 2</td>
<td>10 points</td>
</tr>
<tr>
<td>6</td>
<td>Article Reflection</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100 points</strong></td>
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CLASS ATTENDANCE AND ASSIGNMENTS

1. ABSENCES WILL BE RECORDED IN THE CLASS RECORD. Being in attendance for each class meeting is important. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, and participation in group activities. The class attendance policy stated in the William Carey University General Bulletin will be followed.

2. PLEASE, NO CELL PHONE USE (TEXTING INCLUDED) OR COMPUTER USE DURING CLASS TIME.

<table>
<thead>
<tr>
<th>WCU General Grading Policy</th>
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<tbody>
<tr>
<td>94-100%</td>
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<td>90-93%</td>
</tr>
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<td>87-89%</td>
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<td>83-86%</td>
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<td>80-82%</td>
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GRADES
The university uses the following grading system for graduate students:

A is reserved for work which is definitely superior in quality
B is given for work which is consistently good and would be considered above average.
C is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students.
F is below the acceptable standard for graduate work.
METHOD OF EVALUATION

Final grade will be determined by the consistent quality of work completed on the basic requirements in class assignments and in meeting course goals. (See Course Requirements and Course Goals.) Assessment will be ongoing using a variety of methods. Emphasis will be on providing feedback on learning during class sessions.

University Statement on Academic Integrity:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offence sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures manual and in the student handbook, The Red Book.

Americans with Disabilities Act (Hattiesburg Campus):

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Allen Bonner at 601-318-6211. Mr. Bonner is located in Student Services Office in Lawrence Hall.
<table>
<thead>
<tr>
<th>Objective</th>
<th>0.5</th>
<th>2.0</th>
<th>3.5</th>
<th>5.0</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates proficient use of writing mechanics</td>
<td>Incomplete sentences are used; more than three punctuation, spelling, or grammatical errors</td>
<td>Three-four punctuation, spelling, or grammatical errors</td>
<td>One-two punctuation, spelling, or grammatical error</td>
<td>No punctuation, spelling, or grammatical errors</td>
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<tr>
<td>Demonstrates understanding of the intended audience</td>
<td>No evidence of addressing the audience</td>
<td>Writing does not maintain the needs of the audience</td>
<td>Writing addresses the audience but at times could use more clarity</td>
<td>Writing appropriately and consistently addresses the audience</td>
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</tr>
<tr>
<td>Presents cohesive statements and explanation of the text</td>
<td>Information is listed without cohesion</td>
<td>Statement or explanation, is at times difficult to follow</td>
<td>Statement or explanation, needs more detail in places</td>
<td>Statement or explanation flows and leads the reader to understand the logic of the piece</td>
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</table>
**William Carey University**  
**School of Education**  
**Assessment System**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission; School of Education’s Conceptual Framework (CF) and Outcomes; School of Education’s Educational Goals; Interstate Teacher Assessment and Support Consortium (INTASC) Standards; and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

| William Carey University Expanded Statement of Mission | WCU 1 - Provide academic programs to promote student learning;  
| WCU 2 - Promote Christian development and social responsibility;  
| WCU 3 - Strengthen ties with Baptist churches, associations, and conventions;  
| WCU 4 - Provide an environment that supports student learning;  
| WCU 5 - Strengthen organizational and operational effectiveness;  
| WCU 6 - Strengthen financial resources. |

| School of Education Conceptual Framework and Outcomes | CF – Confident, Caring, and Reflective Professional Educators  
| CF 1 - An innovative thinker  
| CF 2 – An effective communicator  
| CF 3 – An advocate for diverse learners  
| CF 4 – An integrator of technology  
| CF 5 – A life-long learner  
| CF 6 - A steward of the profession |

| School of Education Goals | EG 1 - apply current research and technology related to the teaching-learning-assessment process;  
| EG 2 – respond sensitively to individual differences and diversity;  
| EG 3 – understand and anticipate the needs of a global society;  
| EG 4 – plan and implement learning experiences that support the highest level of student potential;  
| EG 5 – continue to reflect, refine, and revise professional practices;  
| EG 6 - collaborate with others to promote learning; |

| Interstate Teacher Assessment and Support Consortium | 1 – Learner Development  
| 2 - Learner Differences |
| (INTASC) Standards          | 3 – Learning Environment  
|                           | 4 – Content Knowledge    
|                           | 5 – Application of Content 
|                           | 6 – Assessment           
|                           | 7 – Planning for Instruction 
|                           | 8 – Instructional Strategies  
|                           | 9 – Professional Learning and Ethical Practice 
|                           | 10 – Leadership and Collaboration 
| Learned Society Standards  | Association of Childhood Education International (ACEI)  
| (SPA)                      | Council for Exceptional Children (CEC)  
|                           | Educational Leadership Constituency Council (ELCC) 
|                           | International Dyslexia Association (IDA) 
|                           | National Association for Sport and Physical Education (NASPE) 
|                           | National Association of the Gifted Child (NAGC) 
|                           | National Council for Social Studies (NCSS) 
|                           | National Council for Teachers of English (NCTE)  
|                           | National Council for Teachers of Mathematics (NCTM) 
|                           | National Science Teachers Association (NSTA) |