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.
SYLLABUS

Instructors
Rai Thompson, M.Ed., 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 674: This course provides information about and implementation of research-based vocabulary and reading comprehension instruction 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.

PREREQUISITES: DYS 670, DYS 671, DYS 672, DYS 673

REQUIRED TEXT


RESOURCES


BOOK REVIEW (Parts 3 and 4)

Article Review:


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 the importance of oral language and its impact on comprehension of language (WCU: 1, 2, 3; CF: 1, 2, 3, 5; EG: 1, 2, 4, 5; InTASC: 1, 2, 4; ACEI: 1, 2.1, 3, 5.1; IDA: A, B).

- Explain the four levels of comprehension and write lesson plans addressing each level (WCU: 1, 2, 4; CF: 1, 2, 3, 4, 5, 6; EG: 1, 2, 3, 4, 5; InTASC: 1, 2, 3, 4, 5, 7, 8; ACEI: 1, 2.1, 3, 4, 5; IDA: E-5).

- Describe the elements of a narrative text (WCU: 1, 2, 4; CF: 1, 2, 5; EG: 1, 5; InTASC: 1, 4, 9; ACEI: 1, 2.1, 5; IDA: E1-E6).

- Describe the history of the English language and give examples of words, affixes, and combining forms from the origins of Anglo Saxon, Latin, and Greek (WCU: 1, 2; CF: 1, 2, 5; EG: 1, 3, 5; InTASC: 1, 4; ACEI: 1, 2.1, 2.4, 3.3, 5.1; IDA: E-2).

- Describe the elements of expository text (WCU: 1, 2, 4; CF: 1, 2, 5; EG: 1, 5; InTASC: 1, 4, 9; ACEI: 1, 2.1, 5; IDA: E1-E6).

- Explain the use of graphs and vocabulary webbing (WCU: 1, 2, 4; CF: 12, 3, 5; EG: 1, 2, 4, 5; InTASC: 1, 2, 4, 8; ACEI: 1, 2.1, 3.2, 3.3, 3.5, 5.1; IDA:E-4).

- Utilize research-based instruction for reading accuracy and fluency (WCU: 1, 4; CF: 1, 2, 5, 6; EG: 1, 2, 4, 5; InTASC: 1, 2, 3, 4, 5, 7, 8; ACEI: 1, 2.13, 5.1; IDA: E3, E5).

- Describe the elements of poetry (WCU: 1, 2, 4; CF: 1, 2, 5; EG: 1, 5; InTASC: 1, 4, 9; ACEI: 1, 2.1, 5; IDA: E1-E6).
- Explain instructional scaffolding to move students towards an independent level in using meta-cognitive skills (WCU: 1, 2, 4; CF: 1, 2, 3, 5, 6; EG: 1, 2, 4, 5; InTASC: 1, 2, 4, 7, 8; ACEI: 1, 2.1, 3.2, 3.3, 5.1; IDA: A-E6).

- **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: E1-6).

### REQUIREMENTS AND GRADING

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Book Review Part 3</td>
<td>15 points</td>
</tr>
<tr>
<td>2</td>
<td>Book Review Part 4</td>
<td>15 points</td>
</tr>
<tr>
<td>3</td>
<td>Article Reflection</td>
<td>10 points</td>
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<tr>
<td>4</td>
<td>Student Progress Report</td>
<td>10 points</td>
</tr>
<tr>
<td>5</td>
<td>Dyslexia Therapy Session Video/Observation</td>
<td>30 points</td>
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<tr>
<td>6</td>
<td>Quiz</td>
<td>20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<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.**

### WCU General Grading Policy

<table>
<thead>
<tr>
<th></th>
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<th>No Pass</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>Below 80%</td>
<td></td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
<td></td>
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<tr>
<td>87-89%</td>
<td>B+</td>
<td></td>
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<tr>
<td>83-86%</td>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td>80-82%</td>
<td>B-</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.
# RUBRIC for BOOK REVIEW

<table>
<thead>
<tr>
<th>Objective</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Demonstrates proficient use of writing mechanics</strong></td>
<td></td>
</tr>
<tr>
<td>Incomplete sentences are used; more than three punctuation, spelling, or grammatical errors</td>
<td>0.5</td>
</tr>
<tr>
<td>Three-four punctuation, spelling, or grammatical errors</td>
<td>2.0</td>
</tr>
<tr>
<td>One-two punctuation, spelling, or grammatical error</td>
<td>3.5</td>
</tr>
<tr>
<td>No punctuation, spelling, or grammatical errors</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Demonstrates understanding of the intended audience</strong></td>
<td></td>
</tr>
<tr>
<td>No evidence of addressing the audience</td>
<td>0.5</td>
</tr>
<tr>
<td>Writing does not maintain the needs of the audience</td>
<td>2.0</td>
</tr>
<tr>
<td>Writing addresses the audience but at times could use more clarity</td>
<td>3.5</td>
</tr>
<tr>
<td>Writing appropriately and consistently addresses the audience</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Presents cohesive statements and explanation of the text</strong></td>
<td></td>
</tr>
<tr>
<td>Information is listed without cohesion</td>
<td>0.5</td>
</tr>
<tr>
<td>Statement or explanation, is at times difficult to follow</td>
<td>2.0</td>
</tr>
<tr>
<td>Statement or explanation, needs more detail in places</td>
<td>3.5</td>
</tr>
<tr>
<td>Statement or explanation flows and leads the reader to understand the logic of the piece</td>
<td>5.0</td>
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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 (SPA) | Association of Childhood Education International (ACEI)  
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) |