WCU Theme: “Going the Extra Mile” Matt. 5:41
Vision: “Confident, Caring, and Reflective Professional Educators”

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: Elisa Barnes, M.Ed., LDT, CALT-QI
             Rai Thompson, M. Ed., LDT, CALT, QI
             Cena Holifield, Ph.D., CALT

Class Meetings: William Carey University, Hattiesburg, MS
                One week (8:30 a.m. – 3:30 p.m.)
Semester Hours: 3 Semester Hours

COURSE DESCRIPTION

DYS 676: This course is an advanced study of dyslexia therapy. Instructional concepts and skills introduced in DYS 675 are reinforced through application and practice. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of Orton- Gillingham based instruction and provides practical implementation of dyslexia therapy for students with dyslexia.

PREREQUISITES: DYS 670, DYS 671, DYS 672, DYS 673, DYS 674

REQUIRED TEXT


Mississippi Law, MS Code Sec. 37- 173-1
http://billstatus.ls.state.ms.us/documents/2012/pdf/cr/HB1031CR.pdf

REQUIRED MATERIALS

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:

- Explain the most common characteristics between good and poor readers WCU 1, 2, 4; CF: 1, 2, 3, 5; EG: 2, 5; InTASC: 1, 2, 4, 9; ACEI: 1, 2.1, 3.3, 5.1; IDA: C).

- Identify the salient needs for students with dyslexia (WCU: 1, 2; CF: 1, 2, 3, 5; EG: 2, 3, 5; InTASC: 1, 2, 4, 9; ACEI: 1, 2.1, 3.3, 5.1; IDA: C).

- Describe the components and routines of a comprehensive dyslexia therapy session for advanced students with dyslexia (WCU: 1, 2, 4; CF: 1, 2, 3, 5, 6; EG: 1, 2, 3, 5; InTASC: 1, 2, 7, 8; ACEI: 1, 2.1, 3.2, 5.1; IDA: E1-E6).

- Explain how to plan lessons based on progress monitoring, and other data ((WCU: 1, 2, 4; CF: 1, 2, 3, 5, 6; EG: 1, 2, 3, 5; InTASC: 1, 2, 7, 8; ACEI: 1, 2.1, 3.2, 5.1; IDA: E1-E6).

- Demonstrate sessions for dyslexia therapy instruction (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).

- Identify students’ achievement level in spelling and orthographic knowledge (WCU: 1, 2, 4; CF: 1, 2, 3; EG: 2, 5; InTASC: 1, 2, 3, 4, 6; ACEI: 1, 2.1, 5.1; IDA: E6).

- Describe the organizing principles of English orthography (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).

- Explain standards for personal and professional conduct (WCU: 1, 2, 4; CF: 1, 2, 5, 6; EG: 3, 5, 6; InTASC: 9, 10; ACEI: 5; IDA: F).
- Describe conflict of interest and the importance of confidentiality (WCU: 1, 2, 4; CF: 1, 2, 5, 6; EG: 3, 5, 6; InTASC: 9, 10; ACEI: 5; IDA: F).

- Describe reasonable expectations of student outcomes (WCU: 1, 2, 4; CF: 1, 2, 5, 6; EG: 3, 5, 6; InTASC: 9, 10; ACEI: 5; IDA: F).

- Explain how to make referral to other qualified personnel (WCU: 1, 2, 4; CF: 1, 2, 5, 6; EG: 3, 5, 6; InTASC: 9, 10; ACEI: 5; IDA: F).

- Explain terminology of 504, IDEIA, and dyslexia referrals (WCU: 1, 2, 4; CF: 1, 2, 5, 6; EG: 3, 5, 6; InTASC: 9, 10; ACEI: 5; IDA: F).

- **Key Assessment:** Present a complete Orton-Gillingham based multisensory structured language lesson for an advanced student with dyslexia (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).

**ASSIGNMENTS**

Assignments are linked to the Course Objectives and the Department of Teaching and Learning Conceptual Framework. All written assignments are to be typed using 12-point font (Times New Roman or very similar font), 1-inch margins, and double-spaced. All written assignments will be graded on writing mechanics, style, and content. The style should follow APA standards (6th ed.).

**Dyslexia Therapy session plans for Advanced Students with Dyslexia (20 pts.)**

Plan five consecutive comprehensive dyslexia therapy sessions that include decoding instruction and practice, spelling instruction and practice, handwriting, connected text reading, fluency, vocabulary, reading comprehension, and written composition activities that address the student’s specific needs.

**Demonstration Lesson (30 pts.)**

One comprehensive dyslexia therapy session will be presented to a group of three peers. The lesson should demonstrate participant’s knowledge of the content and preparation of the lesson. The group of peers will role-play students with differing instructional needs. As the therapist, the participant will scaffold instruction for each “student,” establish and maintain an adequate pace, and adhere to the objectives of the lesson.

**Log Entries (20 pts.)**

Participants will read journal articles and complete three responses that address specific questions or prompts. Each response will include interpretations of article content and
information from class reading assignments and discussions. Each entry must thoroughly address the question or prompt, be written in a manner that is appropriate to the intended audience, and have a minimum of 500 words and no more than 1,000 words.

Log 3: Summarize the *Simple View of Reading* and discuss the underlying components and what roles that fluency and vocabulary play in instruction for young learners, adolescents, and adult learners. Address the response to your colleagues.


**Reading Requirements (30 pts)**

**Total points: 100**

**Grading Scale**

The following is the grading scale. Individual instructors may choose to adopt a different scale.

<table>
<thead>
<tr>
<th>WCU General Grading Policy</th>
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<tbody>
<tr>
<td>94-100%</td>
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<tr>
<td>90-93%</td>
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<tr>
<td>87-89%</td>
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<tr>
<td>83-86%</td>
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<td>80-82%</td>
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<td>Below 80%</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** No Pass

**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. READING THE ASSIGNMENTS IS CRITICAL. Grades will be determined based on the content of reading assignment summaries, in-class reflections, maintaining the notebook and class participation.

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

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 318-6211. Mr. Bonner is located in Student Services Office in Lawrence Hall.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Number and Topic</th>
<th>Reading Assignments Due for Next Session</th>
<th>Assignments Due for Next Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Laws Related to Dyslexia and Other Reading-Related Disorders</td>
<td>Mississippi Dyslexia Law</td>
<td>Summarize; definitions, screening, and parental choice elements of the law.</td>
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<td></td>
<td>2. Making Morphemes Memorable</td>
<td>Birsh (2005) – pp. 319-344</td>
<td>Summarize the text and describe an multisensory activity that can be used to teach morphemes to students with dyslexia.</td>
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<td></td>
<td>3. Comprehension Strategies for Text Reading</td>
<td>Article 3</td>
<td></td>
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<td></td>
<td>5. Reading and Spelling of Multisyllabic Words</td>
<td>Birsh (2005) – pp. 481-495</td>
<td>Be prepared to discuss the syllable types and the procedures for teaching multisyllabic words to students with dyslexia.</td>
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<td></td>
<td>6 Component Model of Reading; Professional and Ethical Standards;</td>
<td>Birsh (2005) – pp. 496-514</td>
<td></td>
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**RUBRICS:**

**Rubric for Lesson Plans and Demonstration Lesson** (5 possible points for each lesson).

**Rubric for Log Responses** (5 possible points for each response)

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<th>3</th>
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<tr>
<td>• Response is cogent and thoroughly addresses the question or prompt.</td>
<td>• Response is accurate, but more information could be added to more fully address the question or prompt.</td>
<td>• Response does not fully address the question or prompt and critical information is not present.</td>
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<td>• Relevant information from the article and class reading assignments and discussions has been integrated in the response.</td>
<td>• Information from the article and some information from class reading assignments and discussions have been integrated.</td>
<td>• The response integrates the article content but does not integrate class reading assignments and discussions.</td>
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<td>• The tone and language are appropriate to the audience being addressed.</td>
<td>• The tone is appropriate but the language (e.g., too much educational jargon for parents) is not appropriate for the intended audience.</td>
<td>• The tone and language are not appropriate to the audience being addressed.</td>
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<th>5</th>
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<tr>
<td>• All required components are present in each lesson.</td>
<td>• Most of the required components (no more than two missing) are present in each lesson.</td>
<td>• Some required components (three or more missing) are present in each lesson.</td>
</tr>
<tr>
<td>• Each area of student need is specifically addressed through the selection of activities and/or adjustment in instruction.</td>
<td>• Most areas of student need are specifically addressed through selection of activities and/or adjustment in instruction.</td>
<td>• Some areas of student need are specifically addressed through selection of activities and/or adjustment in instruction.</td>
</tr>
<tr>
<td>• A thorough understanding of student needs and appropriate instructional decisions is evident.</td>
<td>• A reasonable understanding of student needs and appropriate instructional decisions is evident.</td>
<td>• An incomplete understanding of student needs and appropriate instructional decisions is demonstrated.</td>
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<td>Measure</td>
<td>Points</td>
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<td>Dyslexia Therapy Session Plans</td>
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<tr>
<td>Demonstration Lesson</td>
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<tr>
<td>Log Entries</td>
<td>15</td>
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<td>Case Study</td>
<td>30</td>
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<td>Final</td>
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<td>Total</td>
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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)  |