

EDU 6330 Survey of Dyslexia and Related Disabilities Syllabus

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Course Description:

Prerequisites: Bachelor's degree

EDU 6330 provides teachers with evidence-based practices for teaching children who have dyslexia and related written language disorders. The course presents the basic linguistic structures of written English (LSE) related to reading and spelling

Course Objectives:

- Students will plan effective lessons for a student with dyslexia or related written language disorders from basic LSE.
- Students will apply discovery teaching techniques to reading and spelling concepts in basic LSE.
- Students will incorporate multisensory handwriting techniques in basic LSE.
- Students will explain the purpose of instructional routines for introducing new learning for students with dyslexia or related written language disorders and provide a practical demonstration.
- Students will present complete Orton-Gillingham based multisensory structured lessons from basic LSE.
- Students will adopt structured procedures for teaching students with dyslexia in basic LSE.
- Students will be able to produce individually all phonemes and graphemes through basic LSE.
- Students will incorporate reading and spelling strategies appropriate for students with written language disorders.

Primary Texts:

Cox, A. R (1992). *Foundations for literacy: Structures and techniques for multisensory teaching of basic written English language skills*. Cambridge, MA: Educators Publishing Service.

Birsh, J. R. (2006). *Multisensory teaching of basic language skills* (2nd ed.). Baltimore: Brookes.

Assigned Readings:

Articles

Birsh, J. (2006). What is Multisensory Structured Language. *Perspectives*. 32, (4), 15-20.

Carreker, S. (2006). Teaching the Structure of Language through Seeing, Hearing and Doing. *Perspectives*. 32, (4), 24-28.

Henry, M. K, & Hook, P. (2006). Multisensory Instruction: Then and Now. *Perspectives*. 32, (4), 9-11.

Course topics

- Orientation to Program/Overview of EDU 6330
- Common Sense Rules for Spelling with Suffixes
- Instructional Routines for Struggling Spellers
- Oral Language and Listening Comprehension
- Explicit and Systematic Decoding Instruction
- Explicit and Systematic Handwriting Instruction
- Teaching Basic Linguistic Structures of English

Assignments:

Assignments to be completed during class:

Demonstration Teaching (80 pts; Framework B)

Students will demonstrate competency in presenting the Advanced Reading Deck, Initial Reading Deck, and Instant Spelling Deck from Schedule I using correct phoneme and grapheme alignments that follow the rules that govern the structure of the English language.

Cursive Handwriting Sample (60 points; Framework B)

Students will prepare a cursive handwriting sample that demonstrates appropriate letter shapes, proportion, vertical/horizontal spacing, and slant.

Assignments to be completed and submitted online:

Dyslexia Resource Notebook (20 pts.; Framework A)

Students will develop a resource notebook pertaining to the field of dyslexia and related disorders.

Quiz (50 pts.; Framework B)

Students will complete a mid-term quiz consisting of multiple-choice, fill-in-the-blank, and short answer questions to demonstrate understanding of the course content.

Final (100 pts.; Framework B)

Students will complete a final quiz consisting of multiple-choice, fill-in-the-blank, and short answer questions to demonstrate understanding of the course content.

Practice Activities (20 pts.; Framework A)

Students will participate in practice activities for reading, spelling, and alphabet through Schedule I. Students must follow the format for practice activities that includes documentation of the emphasis, preparation, practice, and closure (EPPC).

Essay – (100 pts.; Framework D)

The essay relies on current research and methodology so the information given is accurate. The essay should be written in language easily understood by someone with little or no understanding of a multisensory structured language education. The paper must have a clear focus with an introduction, at least four paragraphs in the body of the paper, and an appropriate concluding paragraph. The paper will be scored according to the scoring rubric for written assignments.

Annotated Bibliography (60 pts.; Framework C)

By reviewing current methods to translate research to practice, students become leaders among their colleagues in school and private practice settings. Students will read three peer reviewed research journal articles on multisensory structured language and what dyslexia is. The critiques must use APA formatting and adhere to the scoring rubric for written assignments.

Videos/Discussion Questions (10 pts.; Framework B)

Students will view the presentations “History of Dyslexia/Orton Gillingham Philosophy” and “Phonological Awareness concept rationale and research” and write 5 things that they learned from the presentations.

Grading

Grading for the course will be as follows:

TOTAL	470 - 500 = A	385 - 394 = C
	450 - 469 = A-	375 - 384 = C-
	435 - 449 = B+	370 - 374 = D+
	415 - 434 = B	360 - 369 = D
	400 - 414 = B-	350 - 359 = D-
	395 - 399 = C+	Below 350 = F

SMU General Policy			
94-100%	A	77-78	C
90-93	A-	75-76	C-
87-89	B+	74	D+
83-86	B	72-73	D
80-82	B-	70-71	D-
79	C+	Below 70	F

Students in Masters’ Level programs at SMU must maintain a 3.0 cumulative GPA to remain in good standing. See the Master’s Degree Handbook.

COURSE POLICIES AND PROFESSIONALISM:

Instructors may provide more specific information about these policies. We believe they will improve the learning experience for all students. Our goal is that every student will be successful in their graduate studies. Further, we see this degree program as a stepping stone to your further success in position of leadership.

Technology Requirements (Blackboard/E-mail): You will be required to check your SMU e-mail and Blackboard (<http://courses.smu.edu/>) at least once per week or as frequently as requested by the instructor. If you have problems logging in, click on “How to Log On.” Course readings and lecture notes, as well as other information will be posted on Blackboard. You may choose to direct Blackboard e-mail to an alternate account, but university policy requires that you check your SMU account as well.

Attendance and Participation: Students are expected to attend all classes, arriving on time and staying until dismissed. You are also expected to be prepared for class (with required readings or other assignments completed) and participate actively in all class discussions and activities.

If you need to be absent because of an illness, an emergency, or to attend to “school business,” contact the instructor (e-mail or voice mail) **PRIOR** to class and consult a colleague to determine what you missed and to get class notes. Students are responsible for watching videos of missed classes and completing all assignments. Please note that if your child is sick, you should arrange appropriate care while you are in class. Documentation may be requested.

Assignments: Assignments are expected to be turned in electronically on the due date (see Course Calendar).

Disability Accommodations: If you need academic accommodations for a disability, you must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. Then you must schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Honor Code: The honor code of Southern Methodist University governs all work in this course. Students should review their student handbook for information on the honor code.

Withdrawing from class: It is your responsibility to check the SMU website (academic calendar) for add/drop and withdraw dates.

Cell Phones: Please do not make or receive calls in class. If you have a cell phone, put it on lent mode. If because of an emergency, you feel you must take a call, please let the instructor know ahead of time. If you forget to turn your phone off and it rings, please stop the ringing as quickly as possible. Under no circumstances should you begin a conversation in the classroom.

Classroom Discussions: During class, avoid “side” conversations. These are distracting to instructors and your colleagues.

Obtaining Assistance: We are very committed to your progress! We are available to provide you with the assistance you need to demonstrate proficiency with course content. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.