

EDU 6231: Introductory Course C, Early Language Development

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Course Description:

Prerequisites: EDU 6330 and EDU 6331

EDU 6231 provides teachers with evidence-based practices for teaching students who have dyslexia and related written language disorders. Building on terminology and concepts in EDU 6330 and EDU 6331, the course presents the refinement of techniques and procedures of 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.

Uhry, J.K., & Clark, D. B. (2004). *Dyslexia theory & practice of instruction* (3rd ed.). Austin, TX: Pro-Ed.

Assigned Readings:

Books (Students will select two from the following list.)

Fletcher, J. M. (2007). *Learning disabilities: From identification to intervention*. New York: Guilford Press.

Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore: Brookes.

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: Guilford Press.

Lyon, G. R. (1993). *Better understanding learning disabilities: New views from research and their implications for education and public policies*. Baltimore: Brookes.

Shaywitz, S. E. (2005). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Vintage Books.

Vail, P. L. (1987). *Smart kids with school problems: Things to know and ways to help*. New York: Dutton.

Vail, P. L. (1999). *Reading comprehension: Students' needs and teachers' tools*. Rosemont, NJ: Modern Learning Press.

Wolf, M. (2001). *Dyslexia, fluency, and the brain*. Timonium, MD: York Press.

Wolf, M., & Stoodley, C. J. (2007). *Proust and the squid: The story and science of the*

reading brain. New York: HarperCollins.

Wright, P. W. D. (2007). *Wrightslaw: Special education law* (2nd ed.). Hartfield, VA: Harbor House Law Press.

Wright, P. W. D., & Wright, P. D. (2006). *Wrightslaw: From emotions to advocacy: The special education survival guide*. Hartfield, VA: Harbor House Law Press.

Articles (Students will select two from the following list.)

Bara, F., Gentaz, E., & Cole, P. (2007). Haptics in learning to read with children from low socio-economic status families. *British Journal of Developmental Psychology*, 25, 643-663.

Berninger, V.W., Abbott, R.D., Abbott, S.P., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35(1), 39-56.

Campbell, M.L., Helf, S., & Cooke, N.L. (2008). Effects of adding multisensory components to a supplemental reading program on the decoding skills of treatment resisters. *Education and Treatment of Children*, 31(3), 267-295.

Dimitriadi, Y. (2001). Evaluating the use of multimedia authoring with dyslexic learners: A case study. *British Journal of Educational Technology*, 32(3), 265-275.

Hairston, W.D., Burdette, J.H., Flowers, D.L., Wood, F.B., & Wallace, M.T. (2005). Altered temporal profile of visual-auditory multisensory interactions in dyslexia. *Experimental Brain Research*, 166, 474-480.

Joshi, R.M., Dahlgren, M., & Boulware-Gooden, R. (2002). Teaching reading in an inner city school through a multisensory teaching approach. *Annals of Dyslexia*, 52, 229-242.

Massengill, D., & Sundberg, M.L. (2006). A unique, neurologically integrated approach designed to simultaneously teach letter sounds and formations. *Reading Improvement*, 43(3), 111-128.

Scheffel, D.L., Shaw, J.C., & Shaw, R. (2008). The efficacy of a supplemental multisensory reading program for first-grade students. *Reading Improvement*, 45(3), 139-152.

Course topics

- § Orientation to Program/Overview of EDU 6231
- § 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 to be completed during class:

Demonstration Teaching (80 points; Framework B)

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

Dyslexia Resource Notebook (5 pts.; Framework A)

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

Assignments to be completed and submitted online:

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.

Demonstration of Lesson Planning (60 points; Framework B)

Students will plan lessons appropriate for a IIB grapheme discovery, a IIB weekly lesson plan, and a IIC concept discovery.

Practice Activities (15 pts.; Framework A)

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

Essay – Justification Paper (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.

Formal Report (25 points; Framework B)

Students will write a final report to document measured growth according to a preset criterion.

Annotated Bibliography (40 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 two peer reviewed research journal articles and two professional books that relate to multisensory structured language education curriculum for the student with dyslexia. The critiques must use APA formatting and adhere to the scoring rubric for written assignments.

Blackboard Lectures (25 pts.; Framework A)

Student will demonstrate understanding of lectures presented on Blackboard by responding to the assignment for each lecture.

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 Masters' 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. 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 the honor code in the student handbook.

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 silent 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.