Course Syllabus: Survey of Dyslexia

Gordon T. & Ellen West College of Education

SPED 5103 Section DX1

Summer II 2023 (July 10th- August 10th)

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Instructor Response Policy

Online Class: I will use D2L for posting syllabi, course communication, course schedule, attendance, and gradebook. The best way to contact me is through email within D2L. You should regularly check D2L and the email hosted via D2L for important course information. Please refer to discussion guidelines for weekly discussion assignments.

Textbook & Instructional Materials

 No textbook is required for this course.

Course Description
A study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques using the Texas Scottish Rite Hospital for Children (TSRHC) Take Flight: A Comprehensive Intervention for Students with Dyslexia intervention program.

Course Objectives/Learning Outcomes/Course Competencies

WCoE Conceptual Framework The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

• Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

• Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

• Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

8/17/2022

• Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Page 2 of 12 PracticumFall2021

• Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

• Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

• Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

• Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content

areas and their connections, and to build skills to apply knowledge in meaningful ways.

• Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

• Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The candidate will meet the following Texas Educator Standards for special educators. These are aligned with the Council for Exceptional Children (CEC) knowledge and skills standards as they apply to students with disabilities. This course provides candidates with a knowledge base of the environment in which they may work. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Students will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences. (Standard 2.3)
2. Students will apply knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.(Standard 3.1)
3. Students will work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Standard 6.3)
4. Students will demonstrate understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Standard 2.2)
5. Students will connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Standard 4.3)

6. Students will use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.(Standard 1.2)
7. Students will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Standard 2.1)
8. Students will use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Standard 5.1)
9. Students will engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.(Standard 6.2)
10. Students will seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Standard 5.3. 7.2)

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: [Student Handbook-2022-23](#)

Academic Misconduct Policy & Procedures

  Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Table 1: Points allocated to each assignment –

Assignments	Points
Week 1 Discussion Post/Responses	25
Week 2 Discussion Post/Responses	25
Week 3 Discussion Post/Responses	25
Video, Critique, and Evaluation	300
Week 4 Discussion Post/Responses	25
Chapter, Article, or Book Report	100
Week 5 Discussion Post/Responses	25
Practicum Hours Log	75

Table 2: Total points for final grade-

Grade	Points
A	538 to 600
B	478 to 537
C	418 to 477
D	360 to 417
F	Less than 417

Various Assignments

There will be 5 major assignments in this course which are described within the course assignments folder: Video Submission, QI Evaluation Report, Self-Critique, Written Report/Review, Practicum Hours Log. In addition to the assignments, there will be an expectation of Weekly Discussion Participation.

Extra Credit

No extra credit assignments will be given or accepted.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Mrs. Janjgava. This means only illness or family emergency.

Last day for term schedule changes: **There is no late registration or change in schedule during the summer.

Check date on [Academic Calendar](#).

Deadline to file for August graduation: June 26, 2023

Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" July 27, 2023

Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Online Computer Requirements

Weekly online participation is required. Please participate in the discussion posts in a timely manner according to the discussion guidelines. Professional dialog opportunities are part of this class; and expected to occur each week for attendance and grading purposes. Please note: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk

available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Instructor Class Policies

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Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student

Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review

the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

<div align="center">Grade Appeal Process</div>

 Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

<div align="center">Course Schedule:</div>

Week or Module	Activities/Assignments	Due Date
Week 1 7/10 to 7/14	Discussion 1 (Original Post and Two Peer Responses)	Initial Post Due Wednesday 11:59pm 2 Response Posts due Friday 11:59pm (see discussion guidelines for details) All due by 7/14 11:59pm
Week 2 7/17 to 7/21	Discussion 2 (Original Post and Two Peer Responses)	Initial Post Due Wednesday 11:59pm 2 Response Posts due Friday 11:59pm (see discussion guidelines for details) All due by 7/21 11:59pm
Week 3 7/24 to 7/28	Discussion 3 (Original Post and Two Peer Responses) Video Lesson Self-Critique QI Evaluation	Initial Post Due Wednesday 11:59pm 2 Response Posts due Friday 11:59pm (see discussion guidelines for details) Video, Self-Critique, & QI evaluation due by 7/28 11:59pm

Course Schedule:

Week or Module	Activities/Assignments	Due Date
Week 4 7/31 to 8/4	Discussion 4 (Original Post and Two Peer Responses)	Initial Post Due Wednesday 11:59pm 2 Response Posts due Friday 11:59pm (see discussion guidelines for details)
	Book Review	Book/Chapter Review due 8/4 11:59pm
Week 5 8/7 to 8/10	Discussion 5 (Original Post and Two Peer Responses)	Initial Post Due Wednesday 11:59pm 2 Response Posts due Friday 11:59pm (see discussion guidelines for details)
	Practicum Hours Log	Practicum Hours Log due 8/10 11:59pm

References/Scientifically-Based Research/Additional Readings:

Birsh, J.R. (Ed.) (2011). Multisensory Teaching of Basic Language Skills (3rd ed.).Paul H. Brookes Publishing Co.

Shaywitz, S. E., & Shaywitz, J. (2020). Overcoming dyslexia: A major update and revision of the essential program for reading problems at any level, incorporating the latest breakthroughs in science, educational methods, technology, and legal accommodations (2nd ed.). Alfred A. Knopf.