



Course Syllabus: Promoting Early Language Development of the Dyslexic Student/Practicum Experience
West College of Education
SPED 5113 Section X10
Fall 2004 8/26 to 12/0

Contact Information

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Instructor Response Policy

I am usually very prompt in my responses (less than 24 hrs). I prefer D2L but you can use my MSU email as well. Send a gentle reminder if I do not respond within 24 hours.

Textbook & Instructional Materials

No textbook required.

Course Description

An introduction to teaching beginning reading, spelling, and handwriting focused on the TSRHC "Take Flight" Approach to teaching basic language skills. Teachers plan, present, and evaluate instructional sequences for students with dyslexia

Course Objectives/Learning Outcomes/Course Competencies

Objective	Standard
Students will understand how learners grow and develop, recognizing that patterns of learning and	Standard 2.3: Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of

development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.	comprehensive curricula for individuals with exceptionalities.
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: Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
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: Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. Standard 6.4: Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.
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: Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

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: Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

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: Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.
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: Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.
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: Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
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: Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. Standard 7.2: Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements:

1. **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.
2. **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **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.

4. **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 ensure mastery of the content. Page 2 of 12 PracticumFall2021
5. **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.
6. **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.
7. **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.
8. **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.
9. **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 adapt practice to meet the needs of each learner.
10. **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.

Student Handbook

Refer to: [Student Handbook](#)

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

Assignments	Details	Points
Original Discussion Thread	3 Original Posts (15 points each) Discussion 1 (Aug 28-Sept 18) Discussion 2 (Sept 18-Oct 16) Discussion 3 (Oct 16-November 20)	45
Response to Peer Posts	6 Responses (5 points each)	30
Video of Lesson Demonstration	1 Video Submission	100
Qualified Instructor Evaluation	1 QI Evaluation for Video submitted	100
Self-Critique/Reflection	1 Self-Critique/Reflection for Video Submitted	100
Article, Chapter, or Book Review	1 Article/Chapter/book Review (QI approved)	100
Practicum Hours Log	1 Practicum Hours Log	100

Table 2: Total points for final grade.

Grade	Points
A	575 to 515
B	514 to 458
C	457 to 400
D	399 to 343
F	342 or below

Exams

This is a practicum course with extensive hands-on experience, no exams are required.

Projects Required

Late Work

Please adhere to due dates. Life happens, so contact your professor if you have extenuating circumstances that would warrant an extension.

Important Dates

Last day for term schedule changes: August 26-29 [Academic Calendar](#).

Deadline to file for graduation: September 23 on [Academic Calendar](#).

Last Day to drop with a grade of "W:" November 25 [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

This is a practicum course; attendance is based on completing the required hours of providing therapy.

Online Computer Requirements

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 and tests 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 that 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](#).

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) exist 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."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information

on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

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.

Course Schedule:

Week of	Activity	Due Date
8/26	Class intro, post initial discussion point for discussion 1	NA
9/2	Labor day	NA
9/16	Post initial discussion point (Sept 18) for discussion 2	Sept 18, initial post and two responses due for discussion 1
9/23	Practicum	NA
9/30	Practicum	NA

10/7	Practicum	Article, Chapter, or Book Review due
10/14	Post initial discussion post for discussion 3	Oct 16, initial post and two responses due for discussion 2
10/21	Practicum	NA
10/28	Practicum	NA
11/4	Practicum	NA
11/11	Practicum	NA
11/18	Practicum	Nov 20, initial post and two responses due for discussion 3
11/25	Practicum	NA
12/2	Practicum	Self-Critique/Reflection (12/2); Video, and Instructor evaluation
12/9	Practicum	Practicum log due (12/9)

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.