



Course Syllabus: SPED 5143
Gordon T. & Ellen West College of Education
Cognitive and Linguistic Structure of Written Language for the Dyslexic
Student/Practicum Experience
Spring 2026 (January 20 - May 8, 2026)

Contact Information

Instructor: Heather Fisher M.Ed., LDT, CALT-QI
Office: (214) 850 -5583
Office hours: 5:00 P.M. - 8:00 P.M. -Daily by telephone or Zoom appointment.
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Instructor Response Policy

I will respond to all emails within 24 hours, if you need more immediate assistance, please text my cell phone (214) 850-5583.

Textbook & Instructional Materials

No textbook is required for this course.

Course Description

Focuses on skills for teaching upper level language skills involving reading, spelling, and handwriting.

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](#)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of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

Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment:

Assignments	Points
Original Discussion Thread- 3 Original Posts (15 points each)	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
Total	575

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

Assignments

All written work should be written in a professional manner, even if it is a discussion thread or response to a classmate. Confidentiality will be respected at

all times. Article/Chapter/Book Reviews will be written in the format required by your training center or Qualified Instructor.

This course will have some core requirements to verify training objective completion and discussion participation for attendance purposes. You will work independently on completing the necessary requirements and discussion posts. I have given you some due dates to keep you on track and keep you from waiting until the last minute to complete assignments.

Discussion Thread and Replies

Since this course is online and the majority of the work is self-paced, the opportunity to interact with one another will be delivered through quality interactions in three discussions throughout the semester. The discussion posts are open for viewing from the beginning and that will allow you some time to give thoughtful reflection and formulate a response prior to the window opening. The window to respond with your original post and two replies is approximately 3 weeks. Please make sure your all three responses are submitted by the end of the three week window to receive full participation credit. The discussions will not be opened earlier or later than scheduled, so take time to plan out and schedule when to submit.

Article/Chapter/Book Review

Students will submit an Article/Chapter/Book Review that they have independently written in the format that was approved by their training center/QI. The articles, chapters, and/or books should come from a list approved by your Qualified Instructor as well. It is acceptable to upload one previously written and submitted to their QI/Training Center. However, if you have taken other MSU courses for the dyslexia program, do not submit the same reviews that you have previously submitted.

Video of Lesson Demonstration, Qualified Instructor Evaluation, and Self-Critique/Reflection of Submitted Video

Videos should have good sound quality and visual presentation. Attach your video in D2L using the dropbox provided. MP4 is the best option for video submissions. Also, your video must be under 2G. Do not wait until the last minute to upload your video and if you have taken other MSU courses for the dyslexia program, do not submit the same video lesson that you have previously submitted.

Qualified Instructor Evaluations and Self-Critique/Reflections should correlate with the video submitted. Also, to receive a grade for an uploaded item, ensure any scanned images of the documents are legible and of good quality.

Practicum Hours Log

Students will submit their hours on the same approved form requested by the training center/Qualified Instructor attending/attended. If you are still in training,

submit all hours you have accumulated to the point of document submission. If you have completed training, submit the total hours on the approved form.

Mid-Terms & Finals

Mid-Terms and Finals will not be given in this course.

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the assignment due date and appropriate documentation must be provided.

Make Up Work/Alternative Assignments

Make up work and Alternative Assignments will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the due date and appropriate documentation must be provided.

Important Dates

Last day for term schedule changes: January 20, 2026. Check date on [Academic Calendar](#).

Deadline to file for graduation: May Graduates deadline is February 16th. Check date on [Academic Calendar](#).

Last Day to drop for a "W", April 29th, 4:00 p.m. – Drops after this date will receive grades of "F." 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 a 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

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.

Inclement Weather

In the case of campus closure due to inclement weather, this online course will resume as scheduled. If assignment due dates fall on a day the campus is closed, the due dates will be shifted to the day the campus reopens.

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 as 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](#)

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.
- **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.

Course Assignment Schedule:

Date	Activity	Notes
January 20, 2026	First Day of Class/Log-In	Review Syllabus
January 20 – January 30 DUE: January 30st (11:59pm)	Discussion # 1 Due	Submit initial thread and replies for discussion #1 by 11:59 D2L
February 2 – February 13 DUE: February 13th (11:59pm)	Article/Chapter/Book Review Due	Submit Article/Chapter/Book Review by 11:59pm to D2L

February 16-February 27 DUE: February 27th (11:59pm)	Discussion # 2 Due	Submit initial thread and replies for discussion #2 by 11:59 D2L
March 2 - March 20 DUE: March 20th (11:59pm)	Discussion #3 Due	Submit initial thread and replies for discussion #3 by 11:59 D2L
March 9th, 2026	No Class	Spring Break Begins 5:00pm
March 16th, 2026	Classes Resume	Spring Break Ends, Classes Resume
March 23 – April 10 DUE: April 10th (11:59pm)	Video/QI eval/self-critique Due	Submit Video of Lesson Demonstration, QI evaluation, and Self-Critique/Reflection by 11:59pm to D2L
April 2 & 3, 2026	No Class	Holiday Break Begins 10:00pm
April 6, 2026	Classes Resume	Holiday Break Ends, Classes Resume
April 13 – May 1 DUE: May 1st (11:59pm)	Practicum Hours Log Due	Submit your Practicum Hours Log by 11:59pm to D2L
May 8, 2026	Last Day of Classes	All work should be submitted by 11:59pm to D2L

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

Notice:

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