# 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 2024

### Contact Information
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### Instructor Response Policy
Please allow 24 hours response time during the semester.
I prefer you email me through D2L and the response time will be much quicker
through D2L but you can also email me through MSU email as well.

### Textbook & Instructional Materials
No text required, required readings will be provided.

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

### 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.
- **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:

| Objective | Standards |
|---|---|
| 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: Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of 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 | 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 |

| | |
|---|---|
| meaningful for learners to assure mastery of the content. | 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 engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his | Standard 6.2: Special education specialists model high professional expectations and ethical practice, and create supportive environments that |

| or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. |
| --- | --- |
| 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. |

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

**Dispositions** Students will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice within the CEC Code of Ethics.

**CEC Code of Ethics**
- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Practicing collegially with others who are providing services to individuals with exceptionalities.
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- Using evidence, instructional data, research and professional knowledge to inform practice.

- Protecting and supporting the physical and psychological safety of individuals with exceptionalities
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- Engaging in the improvement of the profession through active participation in professional organizations.
- Participating in the growth and dissemination of professional knowledge and skills.

*Adopted by the CEC Board of Directors, January 2010*

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 | Details | Points |
|---|---|---|
| Original Discussion Thread | 3 Original Posts (15 points each) | 45 |
| Response to Peer Posts- minimum of 2 peer responses PER discussion assignment | 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 |

| Assignments | Details | Points |
|---|---|---|
| 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 that is associated with.

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 majority of the work is self-paced, the opportunity to interact with one another will be delivered through quality interactions in three discussion 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 2-3 weeks. Please make sure your all three responses are submitted by the end of the assignment 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.

Lesson Demonstration videos are preferred for this course.
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 16-19. Check date on [Academic Calendar](#).
Deadline to file for graduation: May Graduates deadline is February 12th. Check date on [Academic Calendar](#).
Last Day to drop for a "W", March 25th, 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

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of Page 10 of 12 PracticumFall2021 absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies. **Attendance expectations for this course specifically will be collected through D2L log-in, participation in discussions, and assignment submissions.**

Online Computer Requirements

Taking this 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 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.

## 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."*

Grade Appeal Process
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

| Date | Activity | Notes |
|---|---|---|
| January 16, 2024 | First Day of Class/Log-In | Review Syllabus |
| January 17 – January 26<br>**DUE**: January 26th (11:59pm) | Discussion # 1 Due | Submit initial thread and replies for discussion #1 by 11:59 D2L |
| January 29 – February 9<br>**DUE**: February 9th (11:59pm) | Article/Chapter/Book Review Due | Submit Article/Chapter/Book Review by 11:59pm to D2L |
| February 12-February 23<br>**DUE**: February 23rd (11:59pm) | Discussion # 2 Due | Submit initial thread and replies for discussion #2 by 11:59 D2L |
| February 26- March 8<br>**DUE**: March 8th (11:59pm) | Discussion #3 Due | Submit initial thread and replies for discussion #3 by 11:59 D2L |
| March 09, 2024 | No Class | Spring Break Begins 5:00pm |
| March 18, 2024 | Classes Resume | Spring Break Ends, Classes Resume |
| March 18 – April 12<br>**DUE**: April 12th (11:59pm) | Video/QI eval/self-critique Due | Submit Video of Lesson Demonstration, QI evaluation, and Self-Critique/Reflection by 11:59pm to D2L |
| March 27, 2024 | No Class | Holiday Break Begins 10:00pm |
| April 1, 2024 | Classes Resume | Holiday Break Ends, Classes Resume |
| April 15 – April 26<br>**DUE**: April 26th (11:59pm) | Practicum Hours Log Due | Submit your Practicum Hours Log by 11:59pm to D2L |
| May 3, 2024 | 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.