



**College of Education  
Course Syllabus  
Term, Year**

**Number of Course:** ED 593

**Name of Course:** Methods for Dyslexia Intervention (Dyslexia Certificate, Course 4)

**Catalog Description:** This course focuses on the principles and practices of structured literacy for students with or at-risk for dyslexia. Methods include literacy skill progression, and effective intervention across the six main areas of literacy (phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, comprehension, and written expression).

**Credit Hours:** 3

**Instructor:** Name, office location, phone number, email, office hours

**Time and place of the course:** Courses in the dyslexia concentration are delivered fully online (asynchronous) and administered through the EOU Canvas Learning Management System.

**Required Texts or Suggested Materials:**

Birsh, J. R. & Carreker (2018). *Multisensory teaching of basic language skills*. 4th edition. Brookes Publishing Company.

**Prerequisites:** ED 590, ED 591

**Learning Outcomes:**

Upon successful completion of the course, students will be able to:

1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction in all six literacy areas.
2. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
3. Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

**Course Requirements:****Readings & Discussions**

Students will read a selection of current and relevant articles and texts related to course content and write reflections, compose written and/or video discussion posts, and complete other activities relating the content to their current context and experiences.

**Demonstration Lessons**

Students will demonstrate their ability to deliver a structured literacy lesson in three different domains of literacy instruction through video delivery.

**Lesson Plan Sequence**

Students will write a 5-lesson structured literacy sequence for a student. A description of the student's strengths and challenges will be included to justify the methods used in the sequence.

**Grading Policies:**

Scoring guides and rubrics are provided in Canvas. *Policies on late work and resubmission of assignments are set by the instructor and will be included in the syllabus.*

**Grading Scale:**

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9% C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

**Means of Assessment:**

Assignment	Percentage of Final Grade	Course Outcomes
Readings & Discussions	50%	1-3
Demonstration Lessons	25%	1-2
Lesson Plan Sequence	25%	1-3

**Brief Outline of Course:**

*NOTE: This is a preliminary outline. Additional details and revisions will occur once the course material has been finalized.*

This course is an online course administered via Canvas.

Overview of Topics

- Principles and practices of structured literacy
- Design of instruction for students with dyslexia
- Adapting instruction to meet unique student needs

**General Education Category and Outcomes:** N/A

**University Writing Requirement Outcomes:** N/A

Writing Center Statement:

***For graduate courses***

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor. Click on [Graduate Students How To](#) for information about tagging your submission.

**Academic Misconduct Policy:**

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

**Accommodations/Students with Disabilities policy:**

Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

**Syllabus Prepared By:** Dr. Ronda Fritz  
**Date:** Winter 2020  
Revised Winter 2022 by Dr. Ronda Fritz

Course Schedule (may be adjusted at the discretion of the instructor)

<b>Week</b>	<b>Topic/Readings</b>	<b>Outcomes</b>	<b>Assignments Due</b>
<b>Week 1</b>	Chapters 1 & 2, Birsh & Carreker (2018)	1,2	Chapters 1 & 2 DUE Thursday @ 11:59 p.m.  Dyslexia Resources for Parents assignment DUE Sunday @ 11:59 p.m.
<b>Week 2</b>	Chapter 3 Birsh & Carreker (2018)  Annual Research Review Snowling & Hulme (2020)-read in Perusall  Chapter 4 Birsh & Carreker (2018)	1, 2	Chapter 3 DUE Thursday @ 11:59 p.m.  Annual Research Review DUE Sunday @ 11:59 p.m.  Chapter 4 DUE Sunday @ 11:59 p.m.

<b>Week 3</b>	Chapter 5 Birsh & Carreker (2018)  Chapter 6 Birsh & Carreker (2018)	1-3	Ch. 5 DUE Thursday @ 11:59 p.m.  Ch. 6 DUE Sunday @ 11:59 p.m.  Phonemic Awareness Assignment Video DUE Sunday @ 11:59 p.m.
<b>Week 4</b>	Working Memory & Reading Acquisition Article  Read Ch. 8 Birsh & Carreker	1-3	Article DUE Thursday @ 11:59 p.m.  Ch. 8 DUE Sunday @ 11:59 p.m.
<b>Week 5</b>	Ch. 9 Birsh & Carreker  Really Great Reading Heart Word Magic Video  Word Recognition & Phonics Demonstration Lesson	1-3	Ch. 9 DUE Thursday @ 11:59 p.m.  Video DUE Thursday @ 11:59 p.m.  WR & Phonics Video Demo DUE Sunday @ 11:59 p.m.
<b>Week 6</b>	Chapter 12 Birsh & Carreker  Mohr & Rasinski, 2015; Reading Together Article	1-3	Ch. 12 DUE Thursday  Mohr & Rasinski Article via Perusall DUE Sunday
<b>Week 7</b>	Chapter 15 Birsh & Carreker  Chapter 16 Birsh & Carreker	1-3	Ch. 15 DUE Thursday  Ch. 16 DUE Sunday
<b>Week 8</b>	Chapter 18 Birsh & Carreker  Create one-day Multi-sensory Lesson Plan	1-3	Ch. 18 DUE Thursday  MS Lesson Plan DUE Sunday
<b>Week 9</b>	Chapter 19 Birsh & Carreker  <a href="#">Reading 101 for English Language Learners</a> (Colorin Colorado)  Vocabulary or Comprehension Demonstration Lesson		Ch. 19 DUE Thursday  Reading 101 DUE Sunday  Demonstration Lesson DUE Sunday
<b>Week 10</b>	Chapter 20 Birsh & Carreker	1-3	Ch. 20 DUE Thursday

