



**College of Education
Course Syllabus
Summer, 2022**

Number of Course: ED 590

Name of Course: Foundations of Language, Literacy, & Dyslexia (Dyslexia Concentration, Course 1)

Catalog Description: This course covers the foundations of language and literacy development and introduces the participant to the nature and needs of students with dyslexia as it relates to the foundations. The focus of this course is on how dyslexia impacts learning to read and write.

Credit Hours: 3

Instructor:

Ronda Fritz

Zabel

541-962-3380

rfritz@eou.edu

Office Hours by appointment: <https://fritz-education.youcanbook.me>

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.

Optional Zoom Professional Community of Practice meetings will be offered on: Saturday, Jun 25, 2022 9-10 a.m.(PST); Tuesday, July 26, 2022 6-7 p.m. (PST); Saturday, August 20, 2022 9-10 a.m. (PST); Tuesday, Aug 30, 2022 6-7 p.m. (PST) ZOOM LINK for all Meetings:

<https://eou.zoom.us/j/99987665171>

Required Texts or Suggested Materials:

Moats, L. C. (2020). *Speech to print: Language essentials for teachers*, 3rd edition. Paul H. Brookes Publishing Co., ISBN: 1681253305

Moats, L.C. & Rosow, B.L. *Speech to print: Language Exercises for Teachers*, 3rd edition. Brookes Publishing Co., ISBN: 168125333X

Crandall, B. R., Lewis, E., Stevens, E. Y., Robertson, J. M., O'Toole, J. E., Cullen, K. A., ... & McQuitty, V. (2016). *Steps to Success: Crossing the bridge between literacy research and practice*. Open SUNY Textbooks. <https://milnepublishing.geneseo.edu/steps-to-success/>

Prerequisites: none

Learning Outcomes:

Upon successful completion of this course, candidates will be able to:

1. Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
2. Recognize how the diversity of physical, social, emotional, cognitive, behavioral development, and cultural background of students can affect instruction.
3. Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
4. Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
5. Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
6. Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
7. Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
8. Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
9. Understand the history of the field of dyslexia and the impacts of legislation on practice.

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.

Article Reviews

Locate and review two articles related to the content of the course. Focus will be on understanding the contributions of research to the literacy field, as well as being an informed consumer of literacy research.

Case Study

Students will gain permission from parents to complete a case study of a child or adolescent. The focus of the case study will be on understanding the child's literacy development to that point in time, as well as where next steps in development can be expected. Students should be

able to account for levels of literacy development through relation to the major components of literacy development, including the Simple View of Reading and Scarborough's Rope.

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%	1-8
Article Reviews	25%	4
Case Study	25%	1-7

Brief Outline of Course:

This course is an online course administered via Canvas.

Overview of Topics

- The Simple View of Reading
- Scarborough's Reading Rope
- Phases of reading and literacy development
- Cultural and environmental factors that impact literacy development
- The linguistic, cognitive, and neurobiological characteristics of both good and struggling readers
- The basics of language concepts necessary for good literacy instruction

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: Ronda Fritz

Date: Winter 2020, Revised Summer 2021

Brief Outline of Course:

This course will be an ONLINE asynchronous course that will combine readings, online assignments and applications.

Course Outline: *Modifications to the course outline are at the instructor's discretion.*

Course Modules	Topic	Readings and Assignments.	Outcomes	Assignments Due
Week 1	Introduction; history of field of dyslexia; myths & current understandings	Flipgrid Video Introduction: Reading Knowledge Pre-test The History of Dyslexia webpage including What is Dyslexia? Video A Brief History of Dyslexia & assignment Top Ten Myths About Dyslexia Basics of Dyslexia Definition of Dyslexia Assistive Technology activity	5, 6, 9	Flipgrid video introduction and Reading Knowledge Pre-test DUE Wednesday, June 22 @ 11:59 p.m.--respond to a classmate by Sunday, June 26 @ 11:59 pm; Reading Knowledge Pre-test History of Dyslexia Assignment DUE Friday, June 24 @ 11:59 p.m. Basics of Dyslexia & AT Assignment DUE Sunday, June 26 @ 11:59 p.m. Community of Practice Saturday, June 25, 9-10 a.m.: https://eou.zoom.us/j/99987665171

Week 2	Dyslexia legislation,	Hard to Read APM Report Podcast w/ discussion State of Dyslexia -- read summary of your state's legislation assignment Read article, " States' laws to support dyslexic children mostly lack funding, accountability, training mandates "	1, 2, 4, 6, 8, 9	Hard to Read podcast Discussion DUE Wednesday, June 29 @ 11:59 p.m.; Respond to Hard to Read & State of Dyslexia & Article Discussion DUE Sunday, July 3 @ 11:59 pm
Week 3	language processing, reading development; impacts on development Intro to the Simple View of Reading	Reading Rockets Simple View of Reading Read Intro & Chapter 1 Speech to Print text & Assignment	1, 3, 5, 8	Reading Rockets SVR DUE Wednesday, July 6 @ 11:59 pm. S2P, Intro & Ch. 1 assignment DUE Sunday, July 10 @ 11:59 pm
Week 4	The Simple View of Reading & Reading Difficulties	Chapters 3 Steps to Success & assignment The Simple View of Reading & Its Relation to Reading Difficulties	1, 3, 7, 8	Ch. 3 Reading Assignment DUE Wednesday, July 13 @ 11:59 pm; SVR & Rdg Diff: DUE Sunday, July 17 @ 11:59 pm
Week 5	Word-level Reading Difficulties	Word-level Reading Difficulties Reflection assignment Article Review #1		Word-level Reading Diff. assignment DUE Wed., July 20 @ 11:59 pm; Respond on Flipgrid AND Article Review #1 DUE Sun.. July 24 @ 11:59 pm Community of Practice Meeting Tues., July 26: 6-7 p.m.: https://equ.zoom.us/j/99987665171
Week 6	Research to Practice Gap: Identifying evidence-based approaches to reading instruction	Chapter 2 Steps to Success , VIDEO & Quiz Reading & the Brain Video Article Reading in Perusall: Ending the Reading Wars		Chapter 2 S2S, video, & quiz DUE Wednesday, July 27 @ 11:59 p.m.; Article Reading in Perusall DUE July 31 @ 11:59 p.m.
Week 7	Literacy assessment	Chapter 5 Steps to Success Article Review #2		Chapter 5 S2S DUE Wed., Aug 3 @ 11:59 pm; Article Review #2 DUE Sunday, Aug. 7 @ 11:59 pm
Week 8	The role of phonetics in literacy development	Sound Pronunciation Video assignment Chapter 2 Speech to Print text & assignment Chapter 2 S2P Wbkb Assignment	1, 3, 5, 6, 7, 8	Pronunciation Video DUE Wednesday, Aug 10 @ 11:59 p.m. Chapter 2 S2P Assignment

				DUE Sunday, Aug 14 @ 11:59 p.m.
Week 9	Phonological awareness	Dyslexia & Phonological Processing Video Chapter 3 Speech to Print text reading and quiz		Video Assignment DUE Wed., Aug. 17 @ 11:59 p.m. Chapter 3 S2P Quiz DUE Sunday, Aug. 21@11:59 pm; Optional Community of Practice Meeting Saturday, August 20, 9-10 a.m.: https://eou.zoom.us/j/99987665171
Week 10	Dyslexia & Phonological Processing	Teaching Reading is Rocket Science Article Case Study		Rocket Science Article DUE Aug. 24@11:59 p.m. Case Study DUE Wed., Aug. 31@11:59 pm Optional Community of Practice Meeting Tue, Aug. 30 6-7 p.m.: https://eou.zoom.us/j/99987665171