Number of Course: ED 591

Name of Course: Language, the Reading Brain, & Dyslexia (Dyslexia Concentration & Reading Intervention Endorsement, Course 2)

Catalog Description: This course addresses the neurobiological aspects and origins of reading, dyslexia, and its effect on language and literacy development. The variations in development of language and literacy elements within students with and without dyslexia will be discussed. Linguistic structures and their influence on the English language, as well as the impact of these structures on dyslexia and other reading difficulties, will also be addressed. In addition, the course will cover the history of the field of dyslexia, relevant laws, and the policies in place as a result of current legislation.

Credit Hours: 3

Instructor:
Dr. Ronda Fritz
Zabel Hall, #234
541-962-3380
rfritz@eou.edu

Office Hours: by appointment via zoom, phone, or in person. Please use my youcanbookme link for appointments during the weekdays: https://fritz-education.youcanbook.me; Email me for an appointment outside of business 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.

OPTIONAL Community of Practice Zoom Gatherings: Thursday, April 13: 5-6 p.m.; Saturday, April 29: 9-10 a.m.; Tuesday, May 30: 5-6 p.m.

Required Texts or Suggested Materials:

Prerequisites: ED 590

Learning Outcomes:
Upon successful completion of the course, students will be able to:
1. Identify and explain aspects of cognition and behavior that affect reading and writing development.
2. Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
3. Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
4. Identify the distinguishing characteristics of dyslexia.
5. Understand how reading disabilities vary in presentation and degree.
6. Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
7. Understand English linguistic structures and how they can impact and contribute to literacy development.

Course Requirements:

Readings & Discussions
Students will read a selection of current and relevant articles and texts related to course content, view various videos and other resources, and write reflections, compose written and/or video discussion posts, and complete other activities relating the content of the course to their growing understanding of dyslexia and reading disabilities.

Literacy Development Case Study
For this case study, you will complete and interview and 2-3 simple assessments to write a report of the child or adolescent’s reading development.

Quizzes
Students will demonstrate their knowledge of dyslexia and English linguistic structures through quizzes throughout the term.

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
<th>Course Outcomes</th>
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<tbody>
<tr>
<td>Readings &amp; Discussions</td>
<td>50%</td>
<td>1-7</td>
</tr>
<tr>
<td>Case Study Analyses</td>
<td>25%</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
<td>1-7</td>
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Overview of Topics
- History of dyslexia and political impacts of advocacy
- Cognitive and behavioral characteristics of people with dyslexia
- Federal and state laws that pertain to dyslexia
- Characteristics, and variations, of dyslexia
- Symptoms of dyslexia over time

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.

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.*

<table>
<thead>
<tr>
<th>Course Modules</th>
<th>Topic</th>
<th>Readings and Assignments.</th>
<th>Outcomes</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Intro/Impacts of Dyslexia</td>
<td>Overcoming Dyslexia: Chapters 1-3 <em>Our Dyslexic Children</em> Video Flipgrid Response</td>
<td>4-6</td>
<td>Initial Flipgrid post &amp; response to a peer by Sunday, April 9</td>
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<td></td>
<td>Why some smart people can’t read?</td>
<td>Overcoming Dyslexia: Chapters 4-5 &amp; Quiz Embracing Dyslexia Video (perusall)</td>
<td>1, 4-6</td>
<td>Quiz DUE Apr. 12; Embracing Dyslexia Video DUE Apr. 16</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Dyslexia &amp; the Brain</td>
<td>Overcoming Dyslexia: Chapters 6&amp;7 and assignment Stanislaus Dehaene video</td>
<td>1, 4-6</td>
<td>Chs. Assignment DUE Apr. 19; Stanislaus video in Perusall DUE Apr. 23</td>
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<tr>
<td></td>
<td>Diagnosing Dyslexia</td>
<td>Overcoming Dyslexia: Chapters 8-10 Dyslexia in Schools Article via Perusall</td>
<td>1-2, 4-6</td>
<td>Ch. Assignment DUE Apr. 26; Article comments &amp; responses DUE Apr. 30</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Dyslexia’s impact on learning to read</td>
<td>Overcoming Dyslexia: Chapters 11-14 Battistutta(2018) Article Review</td>
<td>4-6</td>
<td>OD, Chs. 11-14 DUE May 3 Battistutta Article DUE May 7</td>
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<td>Elements of Instruction Language Essentials for teaching reading</td>
<td>Overcoming Dyslexia: Chapters 16-17 Speech to Print: Chapter 4</td>
<td>5-7</td>
<td>OD, Chs. 16-17 DUE May 10 Speech to Print, Ch. 4 DUE May 14</td>
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<td><strong>Week 4</strong></td>
<td>Developing skilled reading</td>
<td>Overcoming Dyslexia: Chapters 18-19 Speech to Print, Chapter 5</td>
<td>1, 5-6</td>
<td>OD, Chs. 18-19 Quiz DUE May 19; Speech to Print, Ch. 5 DUE May 21</td>
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<td><strong>Week 5</strong></td>
<td>Models for teaching &amp; Nourishing the whole child</td>
<td>Overcoming Dyslexia: Chapters 20-22 Speech to Print, Chapter 6</td>
<td>1, 5-6</td>
<td>OD, Chs. 20-22—advocacy letter to admin DUE May 24; Speech to Print, Ch. 6 Quiz DUE May 28</td>
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<td><strong>Week 6</strong></td>
<td>Comorbid conditions &amp; accommodations</td>
<td>Overcoming Dyslexia: Chapter 30-32 Crash course linguistics Speech to Print, Chapter 7</td>
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<td>OD, Chapters 30-32 DUE May 31/ CC Ling video &amp; S2P, Ch. 7 DUE Jun 4</td>
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<td><strong>Week 7</strong></td>
<td>Legal considerations &amp; Structured Language and Literacy Instruction</td>
<td>Overcoming Dyslexia: Chapter 33 Speech to Print, Chapter 8</td>
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<td>OD, Ch. 33 DUE Jun 7, respond to classmate by Jun 11 Case Study DUE Jun 13</td>
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Syllabus Prepared By: Ronda Fritz
Date: Winter, 2020; Revised Fall 2021