



**College of Education
Course Syllabus
Spring, 2023**

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:

Shaywitz, S. E. (2020). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Knopf.

Moats, L. C. (2020). *Speech to print: Language essentials for teachers*, 3rd edition. Paul H. Brookes Pub. ISBN-13: 978-1681253305

Moats, L.C., & Rosow, *Speech to print: Language exercises for teachers, 3rd edition*. Paul H. Brookes Pub.
ISBN-13: 978-1681253336

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 an 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:

Assignment	Percentage of Final Grade	Course Outcomes
Readings & Discussions	50%	1-7
Case Study Analyses	25%	1, 4, 5
Quizzes	25%	1-7

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.*

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

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Syllabus Prepared By: Ronda Fritz
Date: Winter, 2020; Revised Fall 2021