Course: EDUC 6747  Multisensory Reading Instruction for Students with Reading Disabilities
Professor: 
E-mail: 
Office Hours: 

Course Description:
Causes, characteristics and intervention for students with reading disabilities with special emphasis on students with dyslexia. Strategies and related materials for assessing and instructing students in phonological awareness, word attack, word recognition, fluency, spelling, vocabulary, and comprehension.

A. New Jersey Professional Standards for Teachers (NJPST)
Standards available at  http://www.state.nj.us/njded/profdev/profstand/standards.pdf
Standard 1 Subject Matter Knowledge: Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the NJCCC and design developmentally appropriate learning experiences making the subject matter accessible to all students.

Standard 4 Instructional Planning and Strategies: Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learner.

Standard 5 Assessment: Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard 10 Professional Development: Teachers shall participate as active responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

B. Council for Exceptional Children Standards (CEC): Standards available at:
www.cec.sped.org/ps/perf_based_stds/standards.html
CC7, CC8, CC9, LD3, LD4, LD6, LD7, LD8, LD9

C. New Jersey Core Curriculum Standards
(standards that apply will be listed)

D. Common Core State Standards

All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at: http://www.corestandards.org/
REQUIRED TEXTS:

ESSENTIAL QUESTIONS:
1. What are some of the causes of reading disability in students?
2. What types of problems are experienced by students with reading disabilities?
3. What is dyslexia?
4. How can students with reading disability make significant improvement in reading?
5. What will determine the limits of success for students with reading disability?
6. How can you, in your role as teacher, make a difference in the overall success of a student with reading disability?

COURSE GOALS/OUTCOMES DERIVED FROM ESSENTIAL QUESTIONS
Upon completion of this course students will have the ability to:
Demonstrate an understanding of students with reading disability in general
Demonstrate an understanding of students with reading disability (dyslexia) as a particular type of reading disability and sensitivity to their strengths and weaknesses
Demonstrate knowledge of research on causes of dyslexia and characteristics of students with dyslexia
Use research-based strategies for instruction in phonological awareness, word recognition, word attack, spelling, vocabulary, and reading comprehension
Use multiple assessment strategies and interpret results to evaluate student learning
Sequence, implement, and evaluate individualized learning objectives based on assessment
Develop individualized lesson plans based on individualized learning objectives based on students’ needs, strengths, developmental progress and prior knowledge
Demonstrate an understanding of relationships among reading instruction methods and learning disabilities
Evaluate and select instructional material best suited for student’s individual needs from a broad array of curriculum materials and resources
Evaluate and select instructional approaches and various technologies best suited for student’s individual needs from a broad array of approaches
Monitor and adjust instruction as needed based on formal and informal methods of assessment, information about students’ strengths and interests.
Uses formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice
Apply strategies for teaching reading to content area instruction
Participate in activities of professional organizations relevant to the field of learning disabilities
Evaluation/ Performance Requirements:

1. **Case History of Student B (10% of grade)**

This class provides “hands-on” experience in assessing the reading instructional needs, as well as planning, and implementing reading intervention strategies for students with reading disability. We begin by working on case histories. Student A is a simulated student through which we plan and practice individualized reading instruction in class. Student B is a simulated student through which you can demonstrate what you’ve learned in class. Student C is a student with whom you will work.

2. **Remediation (40% of grade) Work with a student with reading disability (Student C)**

You will be expected to work with a child each week, beginning in Week 5, for **one hour and 15 minutes**. Preferably, this child should be in grade one, two, or three and reading below grade level as indicated by his/her current teacher and/or IEP. **20% of this grade will be based on an observation of two in-class simulated lessons and 20% of this grade will be based a review of four lesson plans.**

3. **Reflection Papers (20% of grade)**

In this course, you will be learning many strategies for assessment and remediation of students with reading disability. You will also learn how to create a learning environment for students with reading disability that permits them to reach their potential. Through your work with these students, you will have an opportunity to observe their strengths as well as their weaknesses. Your expectations for the student are critically important – how do you know where to set the bar? Your relationship with the student is critically important – what can you do to make it a relationship, which enhances your teaching? An important question for you to consider is how can you, in your role as teacher, make a difference in the overall success of students with a reading disability? The Reflection Paper is due on Week 13. Reflection papers should be **two pages (double-spaced) in length and content from lectures and/or the reading should be cited when appropriate.**

4. **Homework (10% of the grade)**

You will read five chapters in the Birsh textbook and answer questions. Answers to questions must be typed and will be handed in for review of accuracy and understanding.

5. **Final Exam (25% of grade)**

Questions will be randomly selected from the guided reading questions on the assigned readings as well as on clinical practice.

**Attendance Policy**

With regard to a missed lecture session, the student is required to obtain seminar/lecture notes from a colleague and submit a one-page summary to the instructor within two weeks of the absence date. The student is responsible for the material covered in that lecture immediately.

If a student has more than two absences, the student will prepare a letter explaining the reasons. It shall be presented to the instructor who will submit it to the Academic Review Committee for review.

**Policy on Late Submission of Assignments**

Assignments are expected on due dates. For every week that an assignment is late (up to 3 weeks) the assignment grade will be lowered by one-half grade. If the assignment is more than three weeks late, the student will receive a failure for the academic exercise. Extenuating circumstances will be reviewed on an individual basis by the Academic Review Committee.

**Incomplete Coursework**

Students who have not completed all course requirements will receive a grade of incomplete.
<table>
<thead>
<tr>
<th>Session/Reading: MTOBLS Judith R. Birsh</th>
<th>LECTURE TOPIC</th>
<th>ASSIGNMENT/PERFORMANCE TASK</th>
<th>CEC, NJPST, NJCCC Standards</th>
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</table>
| Session 1: Chapter 2: "Multisensory Structured Language Education" M. Farrell and A. Sherman | • Overview and course requirements;  
• Current understandings of Learning Disability, reading disability;  
• Characteristics of individuals with dyslexia;  
• Research on principles of effective reading instruction for students with reading disability | In class: Simulate teacher/student in review of English speech sounds. | LD3K2, LD3K3, LD4S2, LD6K1, LD6K2, LD9S2  
CC8K1  
NJPST: 1.1, 1.2, 4.2, 4.6, 7.3, 7.4 |
| Session 2: No reading | • Overview of lesson plan format for multisensory reading lesson;  
• Scope and sequence for multisensory reading instruction (Levels 1 and 2);  
• Production of English language speech sounds;  
• Common spelling patterns and spelling rules | In class: Case history of student A. Practice of assessment techniques, establishment of objectives. | LD4S2, LD6K1, LD6K5  
NJPST: 1.1, 1.2, 4.2, 4.4, 7.1, 7.2, 7.3, 7.4 |
| Session 3: Chapter 4: "The History and Structure of Written English" M. Henry | • Assessment techniques word attack, sight words, spelling  
• Establishment of individualized objectives for same. | Out of class: Analyze errors and complete scope & sequence for case history of Student B (due session 4) | CC7S4, CC7S5, CC7S6, CC8S5, LD4S2, LD4S11, LD7K2  
NJPST: 4.1, 4.2, 4.3, 4.4 |
| Session 4: Chapter 14: Begin "Assessment" M.J. Shepherd and E. Marzola | • Lesson planning  
• Multisensory teaching strategies for word attack, spelling.  
• Overview of clinical instructional materials, including options for controlled reading;  
• Teaching resources for specialized curricula | Out of class: Plan lesson for Student B (due session 5) | CC7S10, CC7S11, CC7S12, CC7S13, LD4S11, LD9S2  
NJPST: 1.9, 4.1, 4.2, 4.4, 4.8, 7.2, 7.5, 7.6 |
| Session 5: Chapter 14: Finish "Assessment" M.J. Shepherd and E. Marzola | • Establishment of individualized objectives;  
• Lesson planning and selection of appropriate strategies for same | Out of class: Assess Student C | CC7S4, CC7S5, CC7S6, CC8S5, LD6K5  
NJPST: 1.1, 1.2, 1.9, 4.8, 7.5, 7.6 |
| Session 6: Lecture Topic: Reading Assessment | In class: Share assessment data. Develop lesson plan #1 for Student C. No new learning for first lesson. | Out of class: Implement lesson plan #1 with Student C, including phonemic awareness assessment. | CC7S10, CC7S11, CC7S12, CC7S13, CC8K4, CC8S9, LD4S8, LD3K2, LD7K1, LD8K1, LD8K2, LD9S2, LD9K2  
NJPST: 1.1, 1.2, 1.7, 1.8, 5.1.3, 10.4, 6.4, 10-4, 12, 5.3-5.7, 6.5.6-11.6.12, 7.8, 7.9, 8.7, 11-11, 11.7, 11.10, 11.11 |
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<td>Session 7: No reading</td>
<td>Lecture Topic: Phonemic Awareness: Assessment, Research, Development, Deficits, Role in RD Phonemic Awareness: Interventions, Lesson Planning</td>
<td>In class: Get feedback and start planning for lesson #2. Out of class: Implement lesson plan #2 with Student C including PA assessment.</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8K1, CC8S10, LD3K2, LD4S6, LD4S8, LD7K1, LD9S2 NJPST: 1.1, 1.2, 1.7,1.8,4.4,4.6,4.8, 7.2,7.3,7.4</td>
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<td>Session 8: Begin Chapter 12: “Strategies to Improve Reading Comprehension in the Multisensory Classroom” E. Marzola</td>
<td>Lecture Topic: Phonemic Awareness Continued.</td>
<td>In class: Get feedback and start planning for lesson #3. Out of class: Implement lesson plan #3 including P.A. activities for review and new learning.</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10 LD3K2, LD3K3, LD4S6, LD4S8, LD4S11, LD9S2 NJPST: 1.2, 1.3, 1.7-1.9,4.3-4.6, 4.9,4.9,7.4,7.4</td>
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<tr>
<td>Session 9: Finish Chapter 12: “Strategies to Improve Reading Comprehension in the Multisensory Classroom” E. Marzola</td>
<td>Comprehension: Assessment, Research, Development, Deficits, Role in RD, Intervention</td>
<td>In class: Get feedback and start planning for lesson #4. Out of class: Implement lesson plan #4; Two lesson plans due for review Session 10.</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10 LD4K1, LD4S6, LD4S9, LD6K2, LD6K4, LD9K2 NJPST: 1.2-1.3, 1.7-1.9,4.3-4.6, 4.9,4.9,7.4,7.4</td>
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<td>Session 10: Journal Article on Reading Strategies for Content Areas</td>
<td>Continuation of Reading comprehension from week 9 Graded Observations: Review Sounds and Words (Parts I and II)</td>
<td>In class: Get feedback and start planning lesson #5. Graded Observations:</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10 LD4S3, LD4S5, LD4S6, LD4S11, LD9S2 NJPST: 1.2-1.3, 1.7-1.9,4.3-4.6, 4.9,7.2,7.3,7.4</td>
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<td>Session 11: Journal Article on Reading Fluency</td>
<td>Fluency: Assessment, Research, Development, Deficits, Role in RD Graded Observations: P.A. and Spelling (Parts III and IV)</td>
<td>In class: Get feedback and start planning lesson #6. Graded Observations:</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10, LD4S6, LD4S11, LD9S2 NJPST: 1.1, 1.2, 1.7-1.9,4.4,4.6, 4.8,7.2,7.3,7.4</td>
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<td>Session 12: Fluency Continued from Week 11: Intervention</td>
<td></td>
<td>In class: Get feedback and start planning lesson #7. Graded Observations: New Material</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10, CC9S2, CC9S9, CC9S11, LD4S11, LD9S1, LD9S2 NJPST: 1.6-1.8, 3.10,4.6, 4.9, 6.4, 6.5,8.1,8.3,8.4</td>
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<td>Session 13: Distribute and review study guide for the final exam.</td>
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<td>In class: Get feedback and start planning lesson #8. Graded Observations: Review and New Material</td>
<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10, LD4S6, NJPST: 1.6-1.8, 4.6,8.3,8.4,10.2,10.3</td>
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Session 14:

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<td>CC7S10, CC7S11, CC7S12, CC7S13, CC8S10, LD4S6</td>
<td>NJPST: 1.6, 4.6, 8.4, 10.2, 10.3</td>
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**Session 15:**

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<tr>
<th>Final Exam</th>
<th>Final Exam</th>
<th>CC7S10, CC7S11, CC7S12, CC7S13,</th>
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**REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS**

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) component of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail Account, your username and password for WebCampus are identical to your Webmail username and password (e.g. Einstein@student.fdu.edu). Please note: there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e., capitalization counts).

If you do not have a Webmail account, you must first create your webmail account at alpha.fdu.edu/edtech and click on student resources for specific information. Click on “Create New Account” and follow the on-line instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for WebCampus users.

**To access Blackboard:**

WEBSITE: http://webcampus.fdu.edu

Click on Login on the top left of the screen

At this point you will be asked for a username and password

Once you log in, scroll down to the box called My Courses. Click on EDUC 6747

From then on, you will be able to access the various components of the course.

Each student is required to obtain a webmail account in order to access Blackboard, which is a computer platform where course material will be posted.

**I. Grading and evaluation policies**

1. **Grades:** 95 and above = A; 90-94 = A-; 87-89=B+; 83-86=B; 80-82=B-;

   77-79=C+; 73-76=C, Below 73=F

2. **Change of Letter Grades:** “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same
opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by an university employee.

3. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

A. Degree Requirements and Academic Probation:

The MA in Learning Disabilities Program requires a minimum 3.25 GPA for retention in the program and for graduation.

Students whose GPA falls below a 3.25 will be placed on probation for one semester. If the GPA does not reach a 3.25, the student will be asked to withdraw from the program.

A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

II. Recommended additional/supplemental readings

*May be provided during the semester*

III. Recommended related websites


IV. FDU, School of Education, and Instructor policies

A. Attendance

Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress.

B. FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Additional information regarding the FDU Academic Integrity Policy can be found at: http://www.fdu.edu/academic/1012bulletin/005-049.pdf

C. Graduate Programs – Grading and similar policies

**Weighted grades:** A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

**Incompletes (not a grade but a temporary status):** STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added
responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

**Change of Letter Grades:** “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

**Repeat Courses:** The Learning Disabilities Program does not permit students to repeat courses.

V. **Student Academic Services**

A. The University attempts to meet the needs of all students with special needs. On the Metropolitan Campus, The Office of the Provost coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the Provost as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. **Policy on course completion**

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office.

B. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

VII. **Instructor-specific policies**

   **Disclaimer:**

   This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

VIII. **References**
