

Dyslexia and Reading Disabilities Part II: Multi-Sensory Teaching Strategies

REAL-643

Template 2016 Section TMPL 1 Credits 08/22/2016 to 07/29/2100 Modified 07/20/2020

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Contact Information

Instructor: Add First Name Add Last Name

Email: Add email address

Phone: Add phone number

Please note that time references reflected in the syllabus and course are based upon Central Time.

Office Hours

Monday, 6:00 PM to 8:00 PM

Virtual via Canvas

Wednesday, 12:00 PM to 1:00 PM

Add Room Here if Applicable

Monday, Wednesday, Friday, 7:00 AM to 7:00 PM

By Request/Appointment

Description

Provides candidates with current research and information concerning multisensory approaches to teaching the language. Multisensory teaching is one important aspect of instruction for all students, especially with dyslexia and other learning difficulties. Candidates will gain knowledge and understanding of learning techniques that involve the use of visual, auditory and kinesthetic-tactile pathways simultaneously to enhance memory and learning of the written language. This course will include research-based content and the application of multisensory teaching strategies in the areas of phonological awareness, phonics and fluency.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will explore, plan, implement and reflect on instruction to achieve best practices in reading/literacy education for the diverse needs of all students. They will implement and/or examine effective teaching strategies to positively impact the literacy learning and achievement of all students, especially those who struggle.

Serving the Community

Candidates will demonstrate the knowledge and skills they gain from this course to promote and implement appropriate, effective instruction or support for Dyslexic students in their professional education communities as well as with parents/caregivers.

Finding Our Professional Selves

Candidates will also become leaders and collaborators in the professional community to improve practices and programs for students with Dyslexia and their families.

Outcomes

Access to standards referenced in this section can be found [HERE](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of the course, each participant will be able to do the following:

1) Increase understanding of the purpose of effective phonological skill instruction. (NBPTS 1,2,4; IDA E1)

- 1a. Identify the progression of phonological skill development. (NBPTS 1,2,3,4; IDA 4 B.2 - B.4)
- 1b. Apply the principles of effective phonological skill instruction, including phonological manipulations and multi-sensory teaching techniques. (NBPTS 1,2,4; IDA 4 B.5)

2) Increase basic understanding of the components of foundational phonics instruction. (NBPTS 1,2,4; IDA E2)

- 2a. Recognize the progression of complexity of phonics concepts. (NBPTS 1,2,3,4; IDA 4 C.1)
- 2b. Apply the principles of explicit teaching, as well as multi-sensory techniques (NBPTS 1,2,4; IDA 4 C.2, 4 C.4)

3) Design and adjust instructional activities and approaches that are most likely to improve fluent reading of text at the word and text levels. (NBPTS 1,2,3,4; IDA E3)

- 3a. Design instruction that incorporates fluency building activities. (NBPTS 1,2,4; IDA 4 D.2)
- 3b. Recognize reading fluency as a possible symptom of reading disorders. (NBPTS 1,2,3,4; IDA 4 D.1)
- 3c. Identify instructional activities and approaches which improve fluency outcomes. (NBPTS 1,2,4; IDA 4 D.2)

Materials

No textbooks are required for this course.

Assignments

Reflective writing assignments

Candidates will complete reflective writing assignments as assigned in each module.

- Course outcomes 1,2,3,4,5,6
- Standards NBPTS 1,2,3,4,5; IDA 4 B.5, 4 C.2, 4 C.4

Respond to discussions

Candidates will respond to weekly discussion topics as assigned in each module.

- Course outcomes 1,2,3,4,5,6
- Standards NBPTS 1,2,3,4,5; IDA 4 B.2 - B.5, 4 C.1, C.2, C.4, 4 D.1, D.2

Final project: Create an authentic product to share knowledge of Multi-sensory Structured Language Teaching.

Candidates will create a product of their choosing that will be used to share important information gained in this course to explain what M.S.L.T. is, what it looks like, and why it is an effective method of instruction.

- Course outcomes 1,2,3,4,5,6
- Standards NBPTS 1,2,3,4,5; IDA 4 B.5, 4 C.2, C.4, 4 D.2

✓ Evaluation

The percentages noted in the Grading Scale will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and final project (if applicable) will be provided in Canvas or on limited occasions, by the instructor as a handout.

Criteria

- Candidates are required to complete assigned readings, written assignments, viewing of videos, posting of discussions, and projects on the scheduled due dates.
- Candidates are also expected to inform the instructor of known absence in advance and complete any work that may be required.
- Missing/late work may be completed and submitted for credit at the discretion of the instructor.
- Candidates are responsible to ensure that appropriate steps are taken for timely submission of all assignments.

Type	Weight	Topic	Notes
Written Assignments	25 points		Module 1: Elevator Speech on Multi-Sensory Structured Language Education
Discussions	75 points		Three @ 25 points each
Final Project	100 points		Create an authentic product to share knowledge of Multi-sensory Structured Language Teaching.

Breakdown

GRADING SCALE

Grade	Range	Notes
A	100 - 93%	____ to ____ points
B	92 - 85%	____ to ____ points
C	84 - 77%	____ to ____ points
F	76 - 0%	____ to ____ points

* Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE \(https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320\)](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (requires active student account) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

- Computer and Digital Information Literacy Skills

Course Evaluations | Surveys

Information gathered through course evaluations and surveys is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the USF portal.

A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog](https://www.stfrancis.edu/academics/university-catalog/) (<https://www.stfrancis.edu/academics/university-catalog/>) and Student Handbooks.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog](https://www.stfrancis.edu/academics/university-catalog/) (<https://www.stfrancis.edu/academics/university-catalog/>) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at 815-740-3631 or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:
 - a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session,
 - b. select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be

found at [LearnItNow \(http://learnitnow.stfrancis.edu\)](http://learnitnow.stfrancis.edu).

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: [Technology Support \(http://techsupport.stfrancis.edu\)](http://techsupport.stfrancis.edu)
- Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Schedule

The syllabus for this course is an outline of the requirements for this course.

- Dates, projects, and activities may be changed or altered as needed.
- Due dates will be reflected in Canvas (with limited exception in instances where Canvas may not be used for a specific course section).
- The purpose of projects and assignments are 1) to allow candidates the opportunity to apply theory and synthesize course material, 2) to facilitate the assessment of individual student progress towards desired outcomes, and 3) to help the instructor determine whether adjustments are needed to ensure that course outcomes are met.

When	Topic	Notes
Module 1 PART I	Introduction to Multi-Sensory Structured Language Education	<ul style="list-style-type: none">• Introductions• Complete content readings in this module• Complete Elevator Speech Writing Assignment on M.S.L.T.• Watch videos
Module 1 PART II	Lesson Component Area of Phonological Awareness	<ul style="list-style-type: none">• Complete content readings in this module• Watch videos• Respond to weekly discussion as outlined in this module
Module 2	Lesson Component Area of Phonics	<ul style="list-style-type: none">• Complete content readings in this module• Watch videos• Respond to weekly discussion as outlined in this module
Module 3	Course Wrap Up and Review	<ul style="list-style-type: none">• Complete content readings in this module• Watch videos• Respond to weekly discussion as outlined in this module• Complete final project: Create a product to share information on M.L.S.T. as assigned in the course• Course wrap and

Course References

Birsh, J. R. (2005). *Multisensory teaching of basic language skills* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co..

Chall, J. S. (1983). *Stages of reading development*. New York, NY: McGraw-Hill Book Company.

Gillingham, A., & Stillman, B.W. (1997). *Gillingham manual* (Remedial training for children with specific disability in reading, spelling, and penmanship). Westford, MA: School Specialty, Inc..

Rome, P. D. (1976). *Language tool kit*. Cambridge, MA: Educator's Publishing Service.

Websites

www.eida.org (<http://www.eida.org>) (Links to an external site.) (Multi-Sensory Structured Language Teaching Factsheet; Dyslexia Factsheet), obtained on June 17, 2015

[www.ihelpdyslexic](http://www.ihelpdyslexic.com) ([http://www.ihelpdyslexic](http://www.ihelpdyslexic.com)) (Links to an external site.)

www.isbe.net (<http://www.isbe.net>) (Links to an external site.) (Reading Instruction Advisory Group), accessed on June 17, 2015

www.neilramsden.co.uk (<http://www.neilramsden.co.uk>) (Links to an external site.) (Morphology Matrix Maker), accessed on June 17, 2015

www.realspelling.com (<http://www.realspelling.com>), (Links to an external site.) accessed on June 17, 2015

www.wordworkskingston.com (<http://www.wordworkskingston.com>), (Links to an external site.) accessed on June 17, 2015

www.iris.peabody.vanderbilt.edu (<http://www.iris.peabody.vanderbilt.edu>) (Links to an external site.) (Semantic map), accessed on June 17, 2015

www.chiorc.org (<http://www.chiorc.org>) (Links to an external site.) (Semantic Feature Analysis Matrix), accessed on June 17, 2015

www.leahye.weebly.com (<http://www.leahye.weebly.com>) (Links to an external site.) (Frayer Model), accessed on June 17, 2015