

**FAIRLEIGH DICKINSON UNIVERSITY**  
**Center for Dyslexia Studies**

Course: EDUC 6601  
 Multisensory Reading I  
 3 Credits

Semester: Fall 2016

Instructors:

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**DESCRIPTION**

Introduction to teaching beginning reading, spelling and handwriting (up to the fourth grade level), focusing on the Orton-Gillingham approach to teaching basic language skills. Teachers write, present and evaluate instruction in a supervised practicum for students with dyslexia and related reading disorders. Lecture and semester topics include: understanding the speech-sound system of the English language and related definitions, common orthographic rules and patterns, syllable types and syllabication, introduction to dyslexia and other reading disabilities, scope and sequence for phonics concepts, principles of instruction (direct, explicit, multisensory). Includes testing procedures and data collection to evaluate student growth and effectiveness of instructional approach.

Addresses Lower Level of the Fairleigh Dickinson University multisensory structured language curriculum

**SCHEDULE**

Lecture: 4 sessions, 4 hours each

**PRACTICUM:** 10 sessions, 3 hours each

Child 1 – begins with Practicum Session 1 and continues through semester

Child 2 – begins with practicum Session 2 and continues through semester

Seminar: weekly

**REQUIRED READING:**

\* Guided reading questions will be provided for all assignments and will be handed in to instructors as per calendars.

Moats, L. & Dakin K. Basic Facts About Dyslexia. International Dyslexia Association: Maryland, 2008.

Chapter 1 *What is Dyslexia?*

Chapter 2 *Dyslexia: Manifestations from Preschool to Adulthood*

Chapter 3 *How Common is the Problem?*

Chapter 4 *Identifying the Child at Risk*

Chapter 5 *Genetics, the Brain and Dyslexia*

Chapter 6 *Expert Teaching is the Treatment*

Chapter 7 *Severe Dyslexia and Other Learning Disabilities*

Chapter 9 *A Life Story*



- Editing Strategies (COPS)
- Correction Techniques
- Introducing New Material
- Controlled Oral Reading
- Assessment, initial screening

### **SEMINAR TOPICS**

- Assessment, review lesson planning and multisensory methodology
- Review lesson plan, including error correction and related eliciting questions
- Teaching the concepts of syllable, closed, open, VCe syllables demonstration and guidelines
- Vowel team and r-controlled syllables: demonstration and guidelines
- teaching syllabication patterns: VCCV, VCCCV, VCCCCV, VCCVCE demonstration and guidelines
- Review and discussion of readings
- English orthographic rules: vowel protectors
- Lower level suffixes and prefixes: demonstration and guidelines

### **OBJECTIVES MET THROUGH PRACTICUM SESSIONS WITH STUDENTS**

1. Construct lesson plans which reflect the ability to use pretest screening and observation of ongoing lessons to:
  - a) Adapt curriculum to meet individual cognitive, language and behavioral needs
  - b) Use materials at proper instructional level
  - c) Determine appropriate pacing
  - d) Provide systematic, relentless, and multisensory reinforcement of phonograms and rules
  - e) Determine when automaticity has been achieved
2. Implement lessons which reflect ongoing ability to:
  - a) Make appropriate clinical choices based on student's phonological, decoding, and spelling and oral language and working memory levels
  - b) Interpret student responses, signals and cues
  - c) Translate error analysis into instructional strategies
  - d) Continuously monitor individual responses in decoding and encoding activities
  - e) Elicit multisensory responses from student when correcting errors
3. Implement multisensory techniques throughout all sections of the lesson

4. Formulate eliciting questions which:
  - a) Differentiate pupil's errors
  - b) Develop critical thinking strategies
  - c) Develop problem solving sequences
  - d) Result in a positive reinforcing response
  - e) Aid in internalizing learned material
  - f) Demonstrate understanding of developmental learning sequence in formulating question in the appropriate increments
5. Construct and implement individualized lesson plans which reflect a knowledge of phonological, orthographic and morphological components and word structure as they relate to each lesson part
6. Use the scope and sequence to guide instruction from simple to complex language
7. Construct and implement lesson plans that reflect activities that foster automaticity
8. Present new material that connects to prior knowledge in a direct, explicit manner using eliciting questions to scaffold understanding and confirm mastery through guided practice and review
9. Provide oral reading opportunities with related comprehension strategies in fiction and non-fiction
10. Application of topics presented in lecture, practicum, seminars and Readings

#### **RECORD KEEPING REQUIREMENT FOR EACH LESSON**

- A. Lesson Plans: Teachers are required to provide a lesson plan for each lesson. After the presentation of the lesson, the plan should reflect:
  - Errors circled in Spell Word and Spell Sounds
  - If errors occurs in Read Words, actual words/incorrect readings are recorded in SOAP notes
  - If errors occur in Spell Words, two (2) follow-up words written next to the error and errors are recorded in SOAP notes.
  - Comments/SOAP notes explaining deviation from the original plan (e.g. "did not present new material – too many errors in spelling dictation)
  - Percent correct where indicated (SOAP/TEDS)
- B. Teachers are required to update lesson recording sheets and OPSS after each lesson.
- C. Student work attached

*For each two occasions on which these are not done, student grades will be lowered by one half grade.*

**STUDENT REPORT**

A brief report on your work with the student will be prepared for the last session. A form will be distributed for this purpose.

**OBSERVATION CHECKLIST**

Lessons will be observed regularly.

- ✓ *B+ average (87) is required on both observations and lesson checks in order to continue to next course. B+ average (87) is required on both observations and lesson plan checks in MSR4 to earn the IMSLEC accredited Orton Gillingham certification.*

**EVALUATION**

|  |     |
|--|-----|
| Two Quizzes on phonograms/methodology..... | 5%  |
| Final Exam .....                           | 5%  |
| Guided Reading Questions .....             | 10% |
| Observations.....                          | 40% |
| Lesson Plan Checks.....                    | 40% |

**GRADE CONVERSIONS**

- A = 94 – 100
- A- = 90 - 93
- B+ = 87 - 89
- B = 84 - 86
- B- = 80 - 83

## **Attendance Policy**

### **Teacher Absence:**

Teachers/Scholars are excused from practicum for **school contract obligations only**: i.e., Back to School Night and Parent/Teacher Conferences. Please notify your Practicum Instructor in advance. **Make-up sessions are required** for all excused absences.

With regard to a missed practicum session: Arrange a makeup session with the parent and notify your instructor of the date.

With regard to a missed lecture session, the teacher is responsible for the material covered in that lecture immediately.

Teachers who have not made up missed practicum sessions will earn an Incomplete until such time as the session is made up.

### **Student Absence:**

Teachers/Scholars do not have to make up a session if their student was absent. Teachers are required to observe another teacher during the session the student is absent. It is extremely important that teachers do so in order to meet the number of practicum hours required for certification.

### **Masonic Centers Only: Work on Lesson plans 6:30 – 7:30 on Non-Seminar Nights.**

The Center Director will make a determination based on the needs and the level of study attained by each individual practicum group. The Director will advise the Scholars accordingly.

### **Policy on Late Submission of Assignments**

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

### **Cell Phones:**

Cell phones are to be turned off when sessions begin. If the teacher is expecting an emergency call, the cell phone may be put on vibrate. The teacher will excuse herself from session/seminar and return upon completion of the call.

### **Incomplete Coursework**

*Students who have not completed all course requirements will receive a grade of Incomplete.*

### **Dress Code Policy**

Teachers enrolled in the Orton Gillingham Dyslexia Specialist Training Course are expected to impart a professional appearance in their choice of attire when teaching at the reading clinics. For women, slacks, skirts, sweaters, blazers,

blouses are appropriate. For men, slacks, collared shirts, sport jackets, sweaters are appropriate (sweat suits, jeans, shorts, low cut shirts are unacceptable for women; sweat suits, jeans, shorts, and tee shirts are unacceptable for men.)

### **Guidelines for Communication WITH PARENTS**

1. Maintain a friendly, positive relationship with the parent(s). Please keep in mind that any discussion of student will be channeled through the practicum instructor.
2. Tutors and Scholars shall not be involved in any of the following:
  - Advocating on behalf of parents, children, school systems, school administrators or other educational, psychological, or medical professionals.
  - Commenting to any person or agency regarding the child, his family, or their status at the Center to anyone. This includes “off the record” comments to any parties.
3. The child and parents have the right to expect all communications and records pertaining to his or her tutoring will be treated as confidential and will not be discussed with anyone but the Center Director.
4. If the student’s behavior is impacting negatively on his/her performance during lessons, bring the matter to the attention of the Practicum Instructor who will discuss the topic with the parent. Do not take it upon yourself. The Practicum Instructor will meet with you to outline the best approaches to manage the behavior.
5. Do not provide your phone number to parents. Do not make social dates with the parent(s) (coffee, lunch).
6. Do not review IEP’s, learning evaluations, or reports **nor comment on school programs, services, or other teachers working with your student**. You may excuse yourself by telling parents that it is against program policy.

## **FDU Policies**

### **Disability Statement**

Any student with documented medical, psychological or learning disabilities, who feels he/she may need in-class academic adjustments, reasonable modifications, and/or auxiliary aids and services while taking this course, should first contact Disability Support Services (DSS) to discuss his/her specific needs. For the Florham Campus, including the School of Pharmacy and study abroad programs, please contact the Director of Disability Support Services at 973-443-8079. For the Metropolitan Campus, including online and off-campus programs, please contact the Associate Provost at 201-692-2477. Once the academic adjustments, modifications, or auxiliary aids and services are approved by DSS, then you should make an appointment to see your professor(s).

FDU adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Individuals who are qualified to participate in academic programs and who have disabilities may be covered by these laws. If you are eligible for accommodation, please notify your instructor and your instructor will refer your request to the appropriate office at the University.

## **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 examination and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following;  
Cheating-Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise.  
Plagiarism- representing the ideas or language of others as one's own.

Falsification-Falsifying or inventing any information, data, or citation in an academic exercise.

Multiple Submission-Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.

Complicity-Facilitating any of the above actions or performing work that another student then presents as his or her assignment.

Interference-Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. No credit (0) or Failure for the academic exercise
2. Reduced grade for the course
3. A Failure in the Course that is identified on the student's permanent record card as permanent and cannot be removed.
4. Recommendation for Academic Probation to the dean's office.

In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student's permanent record card. In any case, the incident and penalty will be recorded in the student's file maintained in the campus office of Enrollment Services.

For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions, and, with concurrence of the academic dean, one of the following:

1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the university.

Procedure: When a faculty member believes that a student has committed an act of academic dishonesty, the faculty member will discuss the incident with the student as soon as possible. If after the conference, the faculty member has determined that an act of academic dishonesty occurred, the faculty member will

impose appropriate sanctions as listed above. The faculty member must notify the student in writing of the imposed sanctions and of the Appeal Procedure for Academic Integrity violations. All letters notifying the student of the sanctions and appeals; outcomes should be sent CERTIFIED MAIL