


Literacy Bin



unlocking the power of literacy

Literacy Bin Course Syllabus

Course Title: Designing Reading Instruction for Students with Reading Disabilities

Course Options: 45 CEUs / 1 graduate credit / 3 graduate credits

Class Type: Accelerated Fully Online

COURSE DESCRIPTION:

In this comprehensive course, Designing Reading Instruction for Students with Reading Disabilities, participants will gain a deep understanding of the four major reading disabilities that impact students and how these disabilities affect their ability to learn to read. With a strong focus on aligning instruction with the science of reading research, educators will learn how to design and implement effective reading interventions to achieve positive reading outcomes.

Participants will delve into the cognitive processes involved in typical reading development and gain insight into how Dyslexia specifically impacts the reading brain. Emphasis will be placed upon designing intervention instruction, from assessments to data analysis to lesson planning. The teaching of phonological awareness, decoding, encoding, fluency, vocabulary, reading comprehension, and listening comprehension will be included in the design of effective reading interventions.

By the conclusion of this course, participants will possess the knowledge and skills necessary to design comprehensive and individualized reading interventions for students with Dyslexia. Through the integration of research-backed methodologies, assessments, and instructional practices, educators will be equipped to make a significant impact on students' reading abilities and promote positive learning outcomes.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply research-based theories of the four major reading disabilities and their impact on students' reading abilities, with a specific focus on Dyslexia.
2. Apply the principles of the science of reading research to design and implement effective reading interventions for students with Dyslexia.

INSTRUCTIONAL OBJECTIVES:

1. Analyze the cognitive processes involved in typical reading development and evaluate how Dyslexia specifically affects the reading brain.
2. Utilize assessments, data analysis, and lesson planning to design intervention instruction tailored to the needs of students with Dyslexia.
3. Design evidence-based practices for teaching phonological awareness, decoding, encoding, fluency, vocabulary, reading comprehension, and listening comprehension in the development of effective reading interventions for students with Dyslexia.
4. Demonstrate proficiency in selecting, administering, and interpreting assessments to inform instructional planning for students with Dyslexia.
5. Apply research-backed methodologies, assessments, and instructional practices to design comprehensive and individualized reading interventions that address the specific needs of students with Dyslexia.
6. Evaluate the impact of designed reading interventions on students' reading abilities and make adjustments as necessary to promote positive learning outcomes.

TEACHING/LEARNING ACTIVITIES:

Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

CEU - REQUIRED READING:

Designing Reading Instruction for Students with Reading Disabilities Weekly Lecture (10-20 pages each week)

1 Graduate Credit - REQUIRED READINGS:

Shaywitz, S.E. & Shaywitz, B. (March 2004). Reading Disability and the Brain. What Research Says About Reading. Educational Leadership (61) Alexandria, VA: ASCD. (8 pages)

The Basics of Teaching Reading Weekly Lecture (10-20 pages each week)

3 Graduate Credits - REQUIRED READINGS:

Gabriel, R. (July/August 2020). The Future of the Science of Reading. International Literacy Association (74). doi:10.1002/trtr.1924 (8 pages)

Goodwin, B. (February 2020). Research Matters / Cracking the Reading Code. Rooted in Reading. Educational Leadership (77) Alexandria, VA: ASCD. (4 pages)

Lyon, G.R. & Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD. (8 pages)

Shaywitz, S.E. & Shaywitz, B. (March 2004). Reading Disability and the Brain. What Research Says About Reading. Educational Leadership (61) Alexandria, VA: ASCD. (8 pages)

Designing Reading Instruction for Students with Reading Disabilities Weekly Lecture (10-20 pages each week)

CEU- EVALUATION METHODS:

1. **CEU Reflection Assignment:** For the CEU Reflection assignment participants are asked to write a written reflection. The CEU Reflection assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials. This assignment is due at the end of week 6 / the close of the course.

Criteria	Met	Unmet
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course		
Written Reflection: response includes educator's growth resulting from participation in the course		
Assignment Requirement: reflection includes the integration of course topics and materials		
	Pass:	Fail:

2. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of five multiple choice questions.

GRADING:

- 75% Discussion Board Reflection
- 25% End of Course Assessment

Grading Scale:

Pass/Fail

1 Graduate Credit - EVALUATION METHODS:

1. **Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their

professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ /100	

2. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of five multiple choice questions.

3. **Structured Literacy Lesson Plan Final Assignment:** For the final assignment, participants will be provided with baseline data for a fictitious student and a written analysis of assessment results to design a lesson plan targeting lagging skills as evidenced by student assessment data. A template will be provided. Participants' lesson plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of reading development.	___ / 25
Lesson plan is aligned with assessment results.	___ / 25
Lesson plan demonstrates an understanding of information gained from course content, materials, and discussion.	___ / 25
Lesson plan reflects research-based instructional activities.	___ / 25
___ /100	

TESTING AND GRADING:

- 20% Discussion Board Reflection
- 30% End of Course Assessment
- 50% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

3 Graduate Credits - EVALUATION METHODS:

- 1. Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ /100	

- 2. Required Reading Prompt Response:** Participants will be provided required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a one to three page response to the given prompt.

Assignment Prompt: What does the Science of Reading research have to do with teaching students with Reading Disabilities?

The response must include...	
An Answer to the Given Prompt that is thoughtful, insightful, and analytical	___ / 40
Required Reading Content incorporated and cited into the	___ / 20

written response	
Integration of Course Concepts	__ / 20
A Description of Course Content's Application to the participant's professional practice	__ / 10
Assignment Requirements: 1-3 page written response, 12 pt Times New Roman, double spaced	__ / 10
Total: __ / 100	

3. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of ten multiple choice questions.
4. **Final Assignment:** For the final assignment, participants will gather baseline data to create a student profile for a student of choice (students should remain anonymous), write an analysis of assessment results, and then, design a lesson plan targeting lagging skills as evidenced by student assessment data. A template will be provided. Participants' analysis and lesson plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of reading development.	__ / 25
Lesson plan is aligned with assessment results.	__ / 25
Lesson plan demonstrates an understanding of information gained from course content, materials, and discussion.	__ / 25
Lesson plan reflects research-based instructional activities.	__ / 25
__ / 100	

TESTING AND GRADING:

- 10% Discussion Board Reflection
- 25% Required Reading Prompt Response:
- 25% End of Course Assessment:
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

ADA Policy

If you, as a student, believe that you qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to notify Literacy Bin, LLC.

Academic Integrity Statement

Students are required to abide by the Academic Integrity Policy of Literacy Bin, LLC.

TOPICAL TIMELINE

Week One

- Topic(s) Covered:
 - Cognitive processes involved in typical reading development
 - Impact of Dyslexia on the reading brain

Week Two

- Topic(s) Covered:
 - 4 Major Reading Disabilities

Week Three

- Topic(s) Covered:
 - Key Components of Intervention Instruction:
 - Lesson Planning

Week Four

- Topic(s) Covered:
 - Designing Intervention Instruction: Gathering Baseline Data

Week Five

- Topic(s) Covered:
 - Designing Intervention Instruction: Data Analysis

Week Six

- Topic(s) Covered:
 - Designing Intervention Instruction: Lesson Planning