**Dyslexia Foundations**

**Course #**

**Semester Year**

**Instructor:**

**Department:**

**Office:**

**Phone:**

**Email Address:**

**Office Hours:**

**Prerequisite:** Students in this course should have prior coursework on typical literacy development and evidence-based methods for reading instruction.

**Course Description**

This course provides an overview of the critical components of literacy development, assessment, and intervention, as it applies to students with dyslexia. The focus of the course is on (a) the effects of dyslexia on learning to read and write and (b) methods to support students with dyslexia as they acquire these skills. The course will also address the historical development of the field, relevant laws, and policies.

**Objectives**

Participants will…

* Explain phases in typical progression of literacy development and the goals and expectations for learners at various developmental stages.
* Explain theories of language acquisition and learning and the progression of language development as they pertain to students with dyslexia.
* Explain the most widely recognized theories of reading development and dyslexia.
* Explain the most widely used definitions of dyslexia and how they are used.
* Identify the distinguishing characteristics of dyslexia and the specific difficulties most typically experienced by students with dyslexia.
* Define and apply terminology related to literacy development and dyslexia.
* Identify federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.
* Identify the historical milestones in the development of the field of learning disabilities and dyslexia.
* Identify tools that can be used to screen for and diagnose the specific language and literacy deficiencies associated with dyslexia.
* Identify methods for monitoring progress during intervention for students with dyslexia.
* Explain the principles of effective literacy intervention for students with dyslexia (e.g., explicit, systematic, multisensory).
* Identify appropriate uses of assistive technology in literacy instruction and intervention for students with dyslexia.
* Identify effective methods for intervention in oral language, print concepts, alphabet knowledge, phonological awareness, decoding, fluency, vocabulary, and comprehension for students with dyslexia.
* Identify and evaluate effective multisensory methods for intervention in handwriting, spelling, and written expression for students with dyslexia.
* Synthesize the principles for effective intervention and evidence-based methods for implementing these interventions to plan reading lessons.

**Readings**

**Textbook(s) (select from the list below):**

Honig, B., Diamond, L. & Gutlohn, L. (2018). *CORE Teaching Reading Sourcebook* (3rd edition). Novato, CA: Arena.

Hasbrouck, J. (2020). *Conquering Dyslexia: A Guide to Early Detection and Intervention*. New Rochelle, NY: Benchmark.

Shaywitz, S. (2020). *Overcoming Dyslexia*. (2nd ed.). Vintage

Wolf, M. (2008). *Proust and the squid: The story and science of the reading brain*. Cambridge: Icon.

Birsh, J. (2018). *Multisensory teaching of basic language skills* (4th ed.). Baltimore, MD: Brookes.

Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley & Sons.

Diamond, L., & Thorsnes, B. J. (2018). *CORE: Assessing Reading Multiple Measures* (Revised 2nd ed.). Novato, CA: Arena.

Moats, L. C. (2020). *Speech to Print: Language Essentials for Teachers* (3rd edition). Baltimore: Brookes.

Moats, L. C., & Rosow, B. L. (2020). *Speech to Print: Language Exercises for Teachers Workbook* (3rd edition). Baltimore: Brookes.

Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. New York: Penguin.

Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Brookes.

**Other readings (select from the list below):**

Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us?. *The Reading Teacher*, *60*(6), 506-515.

Adams, M. J. (2002). Alphabetic anxiety and explicit, systemic phonics instruction. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (66-80). New York: Guilford.

Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 14*(2), 135-163.

Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)ability: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (97-110). New York: Guilford.

Youman, M., & Mather, N. (2015). Dyslexia laws in the USA: An update. *Perspectives on Language and Literacy, 41*(4), 10-18.

Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. *American Educator, 22*, 18-29.

Block, M. K., & Duke, N. K. (2015). Letter names can cause confusion and other things to know about letter-sound relationships. *Young Children, 70*(1), 84.

Bloodgood, J. W., & Pacifici, L. C. (2004). Bringing word study to intermediate classrooms. *The Reading Teacher, 58*(3), 250-263.

Ehri, L. C. (2013). Grapheme-phoneme knowledge is essential for learning to read words in English. *Word recognition in beginning literacy, 1*.

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small‐group instruction promote reading success in all children. *Learning Disabilities Research & Practice, 16*(4), 203-212.

Graham, S., Harris, K. R., & Macarthur, C. (2006). Explicitly teaching struggling writers strategies for mastering the writing process. *Intervention in school and clinic, 41*(5), 290-294.

Hirsch, E. D. (2003). Reading comprehension requires knowledge—of words and the world. *American Educator, 27*(1), 10-13.

Joshi, R. M., Treiman, R., Carreker, S., & Moats, L. C. (2008). How words cast their spell. *American Educator, 32*(4), 6-16.

Lane, H. B., & Arriaza-Allen, S. (2010). The vocabulary-rich classroom: Modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher, 63*, 362-370.

Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *The Reading Teacher, 60*, 668-675.

Moats, L. C. (2005). How spelling supports reading. *American Educator, 29*(4), 12-43.

Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator, 30*(4), 39-45.

**Topics & Assignments**

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| **Dates** | **Module Topics** | **Readings** | **Activities and Due Dates** |
| **1.5 weeks** | **Module 1**  Introduction to Reading and Reading Difficulties  Introduction to Dyslexia  Introduction to Blendable Sounds | Honig et al. Intro (The Big Picture), Ch. 1  Moats & Dakin (2008)—all  Birsh Ch. 1 | Class Discussion  Knowledge Audit  DOL: “Flightplan” Video |
| **1.5 weeks** | **Module 2**  Foundations of Reading Instruction and Intervention: Laws, Policies, and Practices | Birsh Ch. 2, 23  Honig et al. pg. 743-753  Youman & Mather (2015) | Class Discussion  Knowledge Audit  DOL: Blendable Sounds Video |
| **1.5 weeks** | **Module 3**  Theories of Reading Development and Disability | Adams (2001)  Scarborough (2001) | Class Discussion  Knowledge Audit  DOL: Theory Summary |
| **1.5 weeks** | **Module 4**  Reading and Understanding Words and Text | Browse Honig et al., Sections II-VI: Introduction of each section and “what” and “why” portions of each chapter  Ehri & McCormick (1998) | Class Discussion  Knowledge Audit  Local Policy & Practice Analysis and Change Plan |

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**UF Policies & Resources**

**Policy Regarding Online Participation (Class Attendance)**

Course participants are expected to be involved in regular interactions with their classmates and with the instructor. Opportunities for interactions will be in asynchronous and synchronous online spaces. Active participation is essential to building an effective online learning community. All course members are expected to be regular and active participants in online activities.

**Policy on Make-up Exams and Assignments**

Late assignments must be completed no later than 3daysafter they are assigned. Assignments not turned in within those 3 days will be marked as “incomplete.”

Course participants who have difficulty meeting expectations for exams and assignments should speak with the instructor to determine whether make-up assignments or exams are possible. Absence for permitted religious reasons, documented medical concerns, and other reasons as documented in University policy will be handled accordingly.  Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Academic Integrity**

All course participants registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its course participants to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>drc). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health**

Course participants with academic concerns related to this course should contact the instructor in person or via email. Course participants also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.  Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789.

**Online Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.