

Eastern Oregon University Course Syllabus

Number of Course:

ED 590

Name of Course:

Foundations of Literacy Development & Dyslexia (Dyslexia Certificate, Course 1)

Catalog Description:

This course covers the foundations of literacy development and introduces the participant to the nature and needs of students with dyslexia. The focus of this course is on how dyslexia impacts learning to read and write.

Credit Hours:

3

Instructor:

TBD

Time and place of the course:

Courses in the dyslexia concentration are delivered fully online (asynchronous) and administered through the EOU Canvas Learning Management System.

Required Texts or Suggested Materials:

Link to the EOU Bookstore: [Eastern Oregon University Bookstore \(opens in new tab\)](#)

Prerequisites:

none

Learning Outcomes:

Upon successful completion of this course, candidates will be able to:

1. Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. Recognize how the diversity of physical, social, emotional, cognitive, behavioral development and cultural background of students can affect instruction.
2. Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
3. Identify (and explain how) environmental, cultural, and social factors contribute to literacy development. Candidate will evaluate how their participation in the practicum experience has impacted their development within the profession.
4. Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
5. Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

6. Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
7. Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
8. Understand the history of the field of dyslexia and the impacts of legislation on practice.

Course Requirements:

1. Readings & Discussions
 - Students will read a selection of current and relevant articles and texts related to course content and write reflections, compose written and/or video discussion posts, and complete other activities relating the content to their current context and experiences.
2. Article Reviews
 - Locate and review two articles related to the content of the course. Focus will be on understanding the contributions of research to the literacy field, as well as being an informed consumer of literacy research.
3. Case Study
 - Students will gain permission from parents to complete a case study of a child or adolescent. The focus of the case study will be on understanding the child's literacy development to that point in time, as well as where next steps in development can be expected. Students should be able to account for levels of literacy development through relation to the major components of literacy development.

Grading Policies:

Scoring guides and rubrics are provided in Canvas. Policies on late work and resubmission of assignments are set by the instructor and will be included in the syllabus.

Grading Scale:

Letter Grade:	Percentage:
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Under 60%

Means of Assessment:

Assignment	Percentage of Final Grade	Course Outcomes
Readings & Discussions	50%	1-8
Article Review	25%	4
Case Study	25%	1-7

Brief Outline of Course:

NOTE: This is a preliminary outline. Additional details and revisions will occur once the course material has been finalized. This course is an online course administered via Canvas.

- Overview of Topics
 - How the brain learns to read
 - The Simple View of Reading
 - Phases of reading and literacy development
 - Cultural and environmental factors that impact literacy development
 - The linguistic, cognitive, and neurobiological characteristics of both good and struggling readers

General Education Category and Outcomes:

NA

University Writing Requirement Outcomes:

NA

Writing Center Statement:

The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: [Writing Center – Eastern Oregon University \(opens in new tab\)](#).

Classroom Decorum:

NA

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

Accommodations/Students with Disabilities Policy:

Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

Disclaimer:

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

Syllabus Prepared By:

Ronda Fritz

Date:

Winter 2020