

# SYLLABUS

Valley of Columbus Learning Center for Children, Inc.  
Ashland University Graduate Credit  
290 Cramer Creek Ct.  
Dublin, Ohio 43017  
Initial Level Orton-Gillingham Training Syllabus -Agenda  
Part I

## 1. Catalog Description

Introduction to the remediation of dyslexia, a specific difficulty in learning to read and spell, focusing on the Orton-Gillingham approach.

## 2. Course Overview

The focus of this course will be on developing an understanding of dyslexia and the Orton-Gillingham remediation approach. Participants will learn the definition and characteristics of dyslexia and how to teach a person with dyslexia using a systematic, multisensory approach. Each participant will participate in a 12 hour supervised practicum with 2 students, using the techniques taught during the lectures. Completion of this course and Remediation of Dyslexia II may lead to Initial Certification in the IMSLEC accredited 32<sup>o</sup> Masonic Learning Center Orton-Gillingham program.

## 3. Student Learning Objectives

As a result of this course, the participant will:

1. Demonstrate a basic understanding of normal reading development.
2. Demonstrate an understanding of the definition and characteristics of dyslexia.
3. Demonstrate mastery of the initial components of written English phonology, including sound/symbol correspondences, syllable types, syllable division, and spelling rules.
4. Complete written records demonstrating study progress, including lesson plans, S.O.A.P. notes, and progress reports.
5. Tutor 2 students with dyslexia in a supervised practicum.
6. Develop appropriate word lists, sentences and stories based on specific phonological components.

## 4. Teaching Method/Class Format

The course will include 5- 5 hour seminar sessions during week (plus one 3 hour seminar during the practicum period to be scheduled by the cohort) introducing the concept of dyslexia, the components of the basic MSLE lesson plan, and Level 1 and 2 of the Initial Curriculum. Each scholar will begin the practicum after the 5<sup>th</sup> session, teaching 2 students two times per week for a total of 12 hours of practicum. Each scholar will be observed at least once each week.

**5. Texts and Required Reading, ( Birsh, Gillingham, and LTK to be owned by scholar)**

- Birsh, J. R. (ed.). (2005, second edition). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc. Chapters 1, 2, 5 & 8.
- Gillingham, A. and Stillman, B. W. (1997). *The Gillingham Manual: Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship*. (8<sup>th</sup> Edition). Cambridge, MA: Educators Publishing Service. Chapters 1, 2, 3
- Rome, P. D. and Osman, J. S. (1993). *Language Tool Kit*. Cambridge, MA: Educators Publishing Service.
- Vail, P.L. (1991). *About Dyslexia: Unraveling the Myth*. Rosemont, NJ: Modern Learning Press.

**6. Units of Work (Session . . . Topic . . . Text/Assignment)**

1. July 7, 2008 Session 1 (5 hours) Introduction and Background; Discuss Birsh chap.1, Distribute LTK Phonograms, Sound production
2. July 8, 2007 Session 2 (5 hours) Language Structure; Practice sound production, Level 1, Discuss LTK pages 1-28
3. July 9, 2008 Session 3 (5 hours) The Lesson Plan (Part 1+2); VAKT procedures, Practice Sounds, Discuss Gillingham chap. 1
4. July 10, 2008 Session 4 (5 hours) Lesson Demonstrations, and Procedure Practice; How to Teach Non-Phonetic Words,,: Gill. Chap. 2
5. July 11, 2008 Session 5 (5 hours) Tutoring Assignments, SOAP notes, Center Policies, Staff Resources,, Gillingham chapter 3
6. July 16, 2008 Session 6 (3 hours) Level 2; Birsh chapters 2, 5, 8

**7. Class Assignments**

1. Quizzes. Each class session will begin with a 5-20 item quiz, except Session 1.
2. Readings. Each scholar will participate in discussion of the above reading assignments in that class session.
3. Book Report. Each scholar will write a book report for the Vail text. This report should include a brief summary of the book as well as the scholar's reaction, based on the other readings and class lectures. This reaction should be the primary focus of the book report. It can include thoughts about the author's ideas, integration of other reading, as well as examples from personal experience or tutoring sessions. The Vail book report is due August 15, 2008.
- Lesson Plans. Each scholar will write a complete lesson plan to teach to a partner in Session 4. This lesson plan must include tutor-made word lists, and dictation sentences. The words used in the lists, sentences and story must demonstrate an understanding of using vocabulary controlled by phonological content. In addition, each scholar will write complete lesson plans for each of the 12 lessons taught during the practicum.
4. S.O.A.P Notes. Each scholar will complete S.O.A.P. notes for each of the 12 lessons taught during the practicum.
5. Observations. Each scholar will be observed a minimum of 3 times during the practicum. Generally, each participant will be observed once each week.

## 8. Evaluation and Grading Procedures

A. *Grading will be based upon quality of work with components weighted as follows.*

1. Quizzes	20%
2. Readings and Class Discussion	5%
3. Book Report	5%
4. Lesson Plans	15%
5. S.O.A.P. Notes	15%
6. Materials Presentation	5%
7. Progress Report	5%
8. Observations	20%
9. Final Observation	10%

*Grades are differentiated on the basis of quality. Quantity alone is not a significant factor for grade differentiation.*

B. Grading System: Grading follows the University Graduate Grading System, which is attached to this syllabus.

1. A	Completion of all assignments with a minimum average of 90%
2. B	Completion of all assignments with a minimum average of 80%
3. C	Completion of all assignments with a minimum average of 70%
4. F	Non-completion of assignments or an average of 69% or below

C. Late Work and Make-up

While scholars are expected to be properly prepared for each class session, extenuating circumstances do occur. In an effort to be fair, workable, and equitable, the following policies have been designed to deal with those situations.

1. Missed quizzes will be made up either before the next class session or during a break in that session. If the quiz was missed because the student was late to class, it will be made up during the first break after the student arrives.
2. Inability to participate in class discussion about the reading assignments will be made up with a written report on the reading, due the following class session.
3. Late lesson plans for the practicum will not be accepted and the practicum session will be cancelled.
4. Normally, S.O.A.P. notes are due immediately following a practicum session. Under rare circumstances, S.O.A.P. notes may be accepted before the next practicum session, as long as the instructor has given prior approval.
5. Missed materials presentations may be made up at the next class session.
6. Late progress reports will be handled on an individual basis.

## **9. Bibliography**

- Chall, J.S. (1983). *Stages of Reading Development*. Fort Worth, TX: Harcourt Brace & Co.
- Hall, S.L. and Moats, L.C. (1999). *Straight Talk about Reading*. Chicago: Contemporary Books.
- Rawson, M.B. (1988). *Many Faces of Dyslexia*. Baltimore, MD: The Orton Dyslexia Society.

## **10. Attendance Policy**

Scholars are required to attend all classes and to participate in class discussions, small group activities and practicum. Because seminar attendance is crucial to the development of skills used during the practicum, the dates and times for session 5 may be changed by group consent. In the case of severe illness or family emergency, scholars will need to set up a time for individual instruction. In the case of conflicts or non-severe illness, scholars will need to set up a time for individual instruction, at an additional expense of \$60.00/hour.

## **11. Academic Honesty and Integrity Statement**

Scholars are expected to maintain academic honesty and integrity as students at Ashland University by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the student's receiving a zero for that test, assignment, or paper.

## **12. Final Examination Policy**

The grade for the final observation of the practicum will be used as the Final Examination.

## **13. American Disability Act Compliance**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.

**Ashland University**  
**College of Education**  
**Graduate Grading System**

The graduate grading system was reviewed by Deans' Council and forwarded to the Academic Standards Committee for deliberations. This was approved by the Academic Standards Committee as of 5 May 1992 for presentation to the Faculty Senate on 12 May 1992 for approval. The Faculty Senate approved the policy on 12 May 1992.

At the end of the course, letter grades are awarded as defined:

- A (4 quality points per course unit) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.
- B (3 quality points per course unit) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.
- C (2 quality points per course unit) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
- F (0 quality points per course unit) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.

Revised: May, 2008