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Course Syllabus

Course Title: ED/D 9758: Technology Applications for Teaching and Supporting the

Struggling Reader

Course Grader: Sophia Thwaites

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Grader Bio:

Sophia Thwaites earned her Master's degree in Education from Teacher's College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

Course Description: Too many students are entering middle and high schools with deficits in literacy skills that prevent them from participating in grade-level learning. Students with low-literacy skills quickly fall into a cycle of failure, often resulting in dropping out of school. This need not be the case. Over the past forty years, research in the cognitive and neurological sciences has helped us to better understand how the human brain is restructured during the process of learning to read. In this course, Drs. Hasselbring and Bausch discuss how to leverage this knowledge to facilitate the use of technology to enhance literacy instruction for all readers, and especially struggling readers. They provide specific examples of technology that teaches and supports literacy skills. The course is enhanced by screen shots, product walkthroughs, interviews, and footage of students at computers and in classrooms. The course also includes a panel discussion among experts in the field.

Course Objective/Goals:

After completing this course, educators will know:

- How the brain learns to read
- How the brain's memory systems work
- What basic skills all readers need to learn and in what sequence
- Technological tools to assist struggling readers
- Methods to assist reading comprehension

Learning Outcomes:

After completing this course, educators will be able to apply the following in their classrooms:



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System

- Facilitate the brain's process of learning to read
- Facilitate the transfer of information from working memory to long-term memory
- Assist students to word level automaticity
- Assist students to fluency
- Employ the FASST model to build automaticity and fluency
- Employ guided practice when appropriate
- Facilitate independent practice when appropriate
- Assist in the development of comprehension skills
- Employ video anchors to help students developmental models
- Utilize Read 180 and System 44 to assist struggling readers
- Employ text-to-speech programs, visual learning tools, abridged text, alternate text, picture text, and supported text to assist struggling readers
- Describe the ideal 21st century classroom for all students
- Employ technology to build students' expertise
- Facilitate cooperative learning
- Reflect on their roles as educators in the digital age

Course Outline:

1. The Brain and the Process of Reading
2. The Process of Learning to Read
3. Technology for Learning to Read
4. Building Reading Comprehension
5. Read 180 and System 44
6. Technology to Support the Struggling Reader, Part 1
7. Technology to Support the Struggling Reader, Part 2
8. Responding to the Needs of 21st Century Learners: Expert Panel Discussion

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.



KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	<u>(6 points)</u> <u>Quizzes:</u> 0-40% correct	<u>(9 points)</u> <u>Quizzes:</u> 60% correct	<u>(12 points)</u> <u>Quizzes:</u> 80% correct	<u>(15 points)</u> <u>Quizzes:</u> 100% correct
Reflection questions	<u>(10 points)</u> <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>(15 points)</u> <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>(20 points)</u> <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>(25 points)</u> <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful



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Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)
	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the	<u>Content:</u> -The main idea is not clear in the opening	<u>Content:</u> -Essay is organized around a thesis or main	<u>Content:</u> -Essay is organized around a thesis or main



	<p>assignment</p> <ul style="list-style-type: none"> -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>paragraph</p> <ul style="list-style-type: none"> -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>idea</p> <ul style="list-style-type: none"> -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>idea</p> <ul style="list-style-type: none"> -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. The Brain and the Process of Reading
2. The Process of Learning to Read
3. Technology for Learning to Read
4. Building Reading Comprehension
5. Read 180 and System 44
6. Technology to Support the Struggling Reader, Part 1
7. Technology to Support the Struggling Reader, Part 2



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8. Responding to the Needs of 21st Century Learners: Expert Panel Discussion

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Dell, Amy, Deborah Newton, and Jerry Petroff. *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*. Prentice Hall, 2007.

Jager Adams, Marilyn. *Beginning to Read: Thinking and Learning about Print*. The MIT Press, 1994.

Rose, David H. and Anne Meyer. *A Practical Reader in Universal Design for Learning*. Harvard Education Press, 2006.

Shaywitz, Sally. *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. Vintage, 2005.

Snow, Catherine, Peg Griffin, and Susan Burns. *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. Jossey-Bass Education, 2005.

Wolf, Maryanne. *Proust and the Squid: The Story and Science of the Reading Brain*. Harper Perennial, 2008.

<http://www.nationalreadingpanel.org/Publications/publications.htm>

National Reading Panel Report (Free online)



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