

**Mission Statement:**

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

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## ***COURSE SYLLABUS***

**SCHOOL OF EDUCATION  
EDLD 520**

**TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL II**

**SUMMER 2014**

**COURSE LOCATION:  ONLINE  ON-CAMPUS**

**All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.**

## SECTION 1 - OVERVIEW

### YOUR INSTRUCTOR FOR THIS COURSE

**Instructor:** TBD by National Institute of Learning Development (NILD)

**Telephone:** (757) 423-8646

**Local Phone:** (757) 423-8646

**Fax:** (757) 451-0970

**E-mail:** [info@nild.org](mailto:info@nild.org)

**Office Hours:** N/A

**Office Location:** N/A

### PERSONAL GREETING FROM THE INSTRUCTOR

NILD will assign an instructor for this course. Those who have registered for the course will receive an email 30 days prior to the course start date to announce the instructor for this course.

### SHORT BIO (TO INCLUDE CREDENTIALS OF YOUR INSTRUCTOR)

TBD

### BEST TIMES AND METHODS FOR CONTACTING THE PROFESSOR

TBD

### INSTRUCTOR POLICY ON CELL PHONES, PAGERS, AND OTHER ELECTRONIC DEVICES

N/A

### COURSE DESCRIPTION

This is a lecture and practicum course designed to give developing educational therapists continued training in accordance with the NILD intervention model. This course addresses the development of oral language through the processes of mediation and effective questioning in order to promote higher order thinking skills. It covers additional instruction in interpretation of initial assessment and annual test reporting, a review of Level I techniques, and instruction in Level II techniques. Finally, it will foster additional skills in the ability to identify cognitive functions. Prerequisite: EDLD 515

#### Theme Scripture:

Proverb 12:14 "From the fruit of their lips people are filled with good things, and the work of their hands brings them reward." (NIV)

### LEARNING OBJECTIVES

This course will build upon prior knowledge and equip the educational therapist to more effectively implement NILD techniques. Specifically, upon successful completion of this course, the educational therapist will be able to:

1. Demonstrate the ability to question students effectively
2. Demonstrate a beginning understanding of mediated learning
3. Interpret test results with emphasis upon prescribing an appropriate individualized program
4. Demonstrate proficiency in Level I techniques and a working knowledge of Level II techniques
5. Develop skills of pacing, transitions and bridging
6. Continue to improve understanding of cognitive functions

### PROGRAM GOALS

1. **Review** the five core techniques and demonstrate technique proficiency
2. **Learn** 10 new techniques
3. **Establish** ethical standards and codes of conduct into the practice of NILD educational therapy
4. **Expand** understanding of LD characteristics

5. **Expand** understanding of testing:
  - a. WISC IV Interpretation
  - b. Initial/Annual Testing
6. **Expand** understanding of the use of language development and critical thinking in developing skills of reading, math and spelling
7. **Increase** understanding of the importance of ongoing liaison with classroom teachers, parents and NILD
8. **Begin to develop** the skills of questioning, pacing, transitions and bridging to life
9. **Begin to implement** the principles of mediated learning into the NILD educational therapy session

## SECTION 2 – COURSE REQUIREMENTS

### COURSE REQUIREMENTS

- A. Prerequisite: Successful completion of NILD Level I (EDLD 515). Minimum of one year and 100 hours of educational therapy student contact.
- B. Pre-Course Preparation: Prior to attending the course participate in an NILD regional conference. NILD Conference DVDs may be purchased in lieu of the attendance requirement. See Level II Course Application for details.
- C. Course Activities: Full participation in all activities and assignments is expected including attendance at all residency week classes.
  1. Online coursework (four weeks prior to Residency):
    - Order course materials (see below) in advance of online course
    - Review Level I techniques and your Level I course manual
    - Complete weekly coursework as assigned in Blackboard
    - Contribute to online forum discussions weekly
  2. Residency (classroom) coursework (Mon-Thurs 8:00am - 4:45pm; Fri 8:00am - 12:15pm):
    - Demonstrate Level I technique competency
    - Work with a partner to practice NILD Educational Therapy® techniques
    - Complete the final course assignment
- D. Training Requirements for NILD Professionally Certified Educational Therapist® (PCET): NILD Level II training is the second step toward NILD certification. All Educational Therapists are expected to continue their training at a Level III course within three years. Those trained in the NILD model will be considered educational therapist interns until reaching full certification status. Interns may apply for certification following successful completion of Level III.
- E. NILD Membership/Licensure: Your course tuition includes a one-year NILD membership and license. Upon successful completion of the course you will automatically become an NILD member and licensed as an NILD Educational Therapist to use the NILD materials and methodology for the ensuing year. Other membership benefits include: 10% discount on all materials purchased from NILD, discounts on NILD Conferences and a-Therapist website, and more. To remain active as an NILD Educational Therapist your NILD Membership and License will need to be renewed annually.
- F. Graduate Credit: NILD has arranged with Regent University an opportunity for course participants to apply to Regent University's Master's of Education Program and obtain 3 graduate credits per course upon successful completion of the NILD Level I, II and III courses. Application must be completed with Regent prior to beginning the NILD coursework. For more information, go to: <http://www.regent.edu/acad/schedu/masters-idp-ed-therapy>.
- G. **OPTIONAL Workshops:** Only available in Virginia Beach, VA (Regent University). See NILD course application for pricing information.
  1. **NILD Group Math: Bridging and Extending**  
Following residency week is an optional ten hour workshop on Friday 1:00pm- 5pm and Saturday 9am- 4pm to equip you to be more flexible with your service delivery with an

emphasis on math development in students enrolled in resource rooms or in various group settings.

- Discover the foundational math concepts that every student must know \_ Recognize the stages of number development
- Learn fun activities that develop number sense
- Learn how to motivate a reluctant student who is afraid of math
- Come and learn how to create dynamic math activities that develop foundational mathematic concepts and strengthen math confidence in your students
- There is an additional cost but no additional materials are required (see Course Application).

**PREREQUISITE:** Successful completion of NILD Level I Course

**2. Woodcock-Johnson III:** Following residency week is an optional ten hour workshop on Friday 1:00pm- 5pm and Saturday 9am- 4pm. This workshop is designed to provide experienced NILD educational therapists training in administration, scoring and interpretation of the WJIII Tests of Achievement. The content focuses on theoretical background, technical overview, basal and ceiling rules, computing raw scores, obtaining estimated and grade-equivalent scores, administration of new tests, using Compuscore and Profiles Program and building examiner competency. Included are practice exercises, interpretive options, test observations checklist, examiner training checklist, and a case study.

**PREREQUISITE:** Successful completion of NILD Level I course and a Bachelor's degree.

## REQUIRED COURSE MATERIALS

Students are responsible for acquiring the following books and materials for this course **by the time the course begins:**

### A. Available from Outside Suppliers:

- ***Speech to Print, Language Essentials for Teachers***, 2nd Edition (2010), Louisa Cook Moats, Ed.D. Paul H. Brookes Publishing Company. ISBN: 978-1-59857-050-2. Available at: [www.amazon.com](http://www.amazon.com).
- ***The Clinical Practice of Educational Therapy: A Teaching Model*** (2010), Ficksman and Adelizzi. ISBN: 978-0-415-99857-4. Available at the Association of Educational Therapists online store: [www.aetonline.org](http://www.aetonline.org)
- ***Listen My Children, and You Shall Hear***, Third Edition (PRO-ED, Inc 2004), Betty Lou Kratoville. Available at: [www.proedinc.com](http://www.proedinc.com). (In search box type 10434).
- **Lowercase Teaching Tiles** (plastic; may be magnetic or not per your preference). Available at: [www.educationalinsights.com](http://www.educationalinsights.com) (Item #1986) or call 800-995-4436.
- **Blooms Taxonomy Flip Chart** (for the revised Bloom's Taxonomy). Available at: [www.edupressinc.com](http://www.edupressinc.com) (Item # E3W-EP729)

NOTE: The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including online students. Items may be ordered using the secured online catalog found at [www.regentbookstore.net](http://www.regentbookstore.net).

**B. Available from NILD:** The following course materials may be purchased as a package at a specially discounted price (see Course Application) or items may be individually purchased through NILD's estore <http://estore.nild.org>.

**The Level II Course Materials Package** includes:

- Blue Book CD#2 (includes Blue Book Dictation Exercises booklet)
- Mediating Math
- Sounds of Reading
- Square Puzzles
- Design tile cards
- Design tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Pythagoras pages
- Memory Cards
- Exercises & Problems in Arithmetic (green cover)

**C. Course Manual:** You will be printing the course manual one portion at a time as you proceed through the four weeks of online coursework. By the end of the four weeks you will have printed the entire course manual. It is very important that you keep your manual organized in a convenient binder. We recommend a 1.5" three-ring binder to contain the pages of your course manual, notes,

and other relevant documents. Your course manual will become a vital resource for you and you must bring it to residency. **PLEASE BRING YOUR COURSE MANUAL TO RESIDENCY**

**D. Materials to bring to residency:** Some of the materials listed above in III.A. and III.B. are only used during the online portion of the course. Following are the materials that must be brought with you to the residency portion of the course. You will be using these materials when you practice therapy techniques with other participants and for your therapy demonstration:

- Listen My Children
- Teaching Tiles
- Blooms Taxonomy Flip Chart
- Blue Book Dictation booklet
- Sounds of Reading
- Square Puzzles
- Design tile cards
- Design tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Pythagoras pages
- Exercises & Problems in Arithmetic (green cover)

**E. Level I materials to bring to residency:** Bring the following Level I materials to demonstrate the five core techniques during Level II residency:

- The Blue Book Method: An Associate Key Word Approach
- Phonic Spelling Workbook
- KEYWO
- Sounds of Speech
- Sounds of Language
- Rhythmic Writing & Morse Code
- laminated cards
- Buzzer
- Chalkholder & chalk
- Your choice of book for dictation & copy

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-campus students, in class.

## GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

- A. **Attendance and Participation:** Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The **attendance policy** and procedures are described below. When applicable, requirements for your participation in Blackboard discussions—important both for your learning and for your instructor's evaluation of your progress in the course—are described below (see "Requirements regarding Blackboard Discussions").
- B. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by Tuesday at midnight for online session and by the day listed for the residency week. Out of fairness to all, late assignments are penalized as described below under "**Late Assignments.**"
- C. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other's expectations—adherence to policies can positively or adversely affect a student's grade.
- D. **Writing:** All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is APA.
- E. **Course Completion/Incompletes:** All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Assignments are due weekly for online portion and daily for residency portion. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of

“Incomplete” will be granted only for true emergency situations, not for poor planning. The policy for grades of “Incomplete” can be found in the School of Graduate Studies *Catalog*, found online.

- F. **Blackboard:** Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.
- G. **Internet and Software:** You must have continuous access to a working and a dependable high- speed Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments and PowerPoint presentations.

## BLACKBOARD INFORMATION AND REQUIREMENTS

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

For courses with online discussions, they will be posted in Blackboard. Unless otherwise instructed, the parameters for a student’s discussion postings are limited five sentences or less. The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another’s postings in order to further their insight and learning. This is an important benefit of dialogue.

If you want to share short posts of encouragement and support, use the discussion board tool for this.

Note that the expectations for quality work in the Blackboard group discussions differ from the *minimal* requirements for attendance.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: [helpdesk@regent.edu](mailto:helpdesk@regent.edu) or call at (757) 352-4076.

## SECTION 3 – POLICIES AND PROCEDURES

### COURSE PROCEDURES

#### ***Submission of Assignments***

All **assignments** (unless otherwise instructed) for this course should be submitted via the “Assignment Link.” Papers should be in MS Word format (.doc or .docx). When saving your document, the file name should include your name and assignment, in that order –for example, “John Smith, Learning Styles (LSI) and DISC Inventory Essay.” When sending your document, give your name and assignment. This makes it easy for your instructor to track your work. See the “Completing and Submitting an Assignment” section of Blackboard online tutorials for further instructions.

Every assignment must have your name on it, and, if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the “View” button in Microsoft Word.

#### ***Late Assignments***

During the online portion of the course, unless otherwise specified, weekly assignments should be completed by Tuesday at midnight (EST). This includes Knowledge Surveys and Discussion Board participation. The instructor during residency week will provide the due dates for assignments as applicable.

### Emailing Your Instructor

The subject line of all e-mail messages related to this course should include the course number (e.g., EDLD 515), the location of the residency portion of the course (e.g., VB, DC, DE, CA) and the name of the student (For example, SUBJECT: EDLD 520, DE, John Smith). Following these directions enables the professor to identify quickly the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.

Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS.

### ATTENDANCE AND PARTICIPATION POLICY

Class participation is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and dialogue participation. It is left to the individual faculty member to evaluate each student's record of attendance in arriving at a final grade.

In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the Blackboard course site in the event of campus closure.

### UNIVERSITY WITHDRAWAL

Students who wish to withdraw voluntarily from the university during a term shall meet with the dean of the school or his/her designee and secure school approval on the withdrawal form. Students must satisfy all financial obligations before leaving campus or they will not receive transcripts or be allowed to re-enroll. Grades of W (Withdraw) or WF (Withdraw Failing) shall be placed on the students' transcripts for the courses in which they were enrolled.

The grade W (Withdraw) will be posted on the transcript for all standard courses taken during the term if the student withdraws before the mid-point of the term; a grade of WF (Withdraw Failing) will be posted thereafter. Withdrawal from courses taught in non-standard formats (i.e., modular cluster courses, etc.) will result in either a W or WF on the transcript, depending on the withdrawal deadline determined by the individual school. Students who have not attended any classes for which they are registered that term, or distance students who have not participated in instructional events by the end of the add/drop period will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn.

For students who leave the university during the term or for students who are suspended for disciplinary reasons, a grade of W or WF will be recorded on the transcript for the courses in which the students were enrolled. The regular refund policy applies for a student suspended for disciplinary reasons.

### UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university's policy on academic integrity found in both the University *Student Handbook* and School of Graduate Studies *Catalog* (<http://www.regent.edu/general/catalog/>) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of of academic integrity.

## SECTION 4 – SCHEDULE AND EVALUATION

### COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction.

The residency week daily schedule is Monday - Thursday, 8:00am - 4:45pm and Friday, 8:00am - 12:15pm. Note: this daily schedule may vary depending on residency location and will be confirmed by course instructor prior to the online start date.

**Online Assignments for each week should be completed by Tuesday at midnight (EST) unless otherwise state.**

### Level II Online Course Assignments: 10-15 hours per week

#### WEEK 1

#### Ethics & Rhythmic Writing

|                         |  |   |
|-------------------------|--|---|
| <b>READ</b>             | <i>The Clinical Practice of Educational Therapy: A Teaching Model</i> by Ficksman & Adelizzi   | Read Parts II & III and Submit a 1-2 page paper explaining how you can improve the professional standards of our educational practice based upon your reading.  |
| <b>LECTURE</b>          | Code of Professional Conduct   | Don't forget to save your lecture notes in your Course Manual.  |
| <b>TECHNIQUE REVIEW</b> | Review RHYTHMIC WRITING technique in Level I manual.   | Highlight the areas that need more consistent attention with students.  |
| <b>NEW TECHNIQUE</b>    | SQUARE PUZZLES and DESIGN TILES  | Read introduction to Puzzles, Square Puzzles, and Design Tiles.<br><br>Practice solving a selection of puzzles from Square Puzzles and Design Tiles, both alone and with a partner. NOTE: students must complete all Square Puzzles before moving on to Design Tiles. |
| <b>VIDEO VIGNETTES</b>  | Square Puzzles & Design Tiles  |   |
| <b>COURSE MANUAL</b>    | <ol style="list-style-type: none"> <li>1. Begin to assemble your course manual</li> <li>2. Download and print the course manual cover sheet, APPENDIX section, THEORY section, Puzzle pages, and TECHNIQUES Table of Contents pages</li> </ol>   |   |
| <b>ONLINE</b>           | <ol style="list-style-type: none"> <li>1. Lecture: Code of Professional Conduct lecture and pdf handout.</li> <li>2. Video Vignettes: Square Puzzles and Design Tiles.</li> <li>3. Week 1 Knowledge Survey</li> <li>4. Discussion Board Question: <ul style="list-style-type: none"> <li>• In what ways will you improve your mediation of Rhythmic Writing as you re-read your manual and reflect upon your interaction with students? Respond to at least two other posts and keep all discussion board posts to five</li> </ul> </li> </ol> |   |



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|  |  | sentences or less.  |  |
|  |  | <ul style="list-style-type: none"> <li>Comment to your colleagues on one issue from this week's paper regarding the professionalism of your practice. Respond to at least two other posts.</li> </ul> |  |

**WEEK 2****Testing & Math**

|                         |  |  |  |
|-------------------------|--|--|--|
| <b>READ</b>             | <p>Theory Article #2, pp1-9, "Wechsler Intelligence Scale for Children: Fourth Edition (WISC-IV)" by Debbie Dower</p> <p>Theory Article #1, pp1-3, " Math Block: A Strong Conceptual Foundation for Mathematical Reasoning" by Dr. Sue Hutchison</p>   | Write a one-page paper on the value of an IQ test in assessing students.   |  |
| <b>LECTURES</b>         | <p>WISC Lecture &amp; pdf handout</p> <p>Initial Testing Lecture &amp; pdf handout</p> <p>Math Block II Lecture &amp; pdf handout</p>  | <p>Print and Read Cody's testing report prior to WISC Lecture</p> <p>Complete the summary sheet during lecture.</p> <p>Download and print the Achievement handout to assist with Initial Testing lecture.</p> <p>(Note: Ignore the final slides instruction to complete a 2-3 page Math Block paper. Do not complete.)</p> |  |
| <b>TECHNIQUE REVIEW</b> | MATH BLOCK   | <p>Review Math Block Technique from Level I Manual.</p> <p>Highlight areas in which you may have overlooked in your practice and/or need to improve.</p>   |  |
| <b>NEW TECHNIQUES</b>   | <p>PYTHAGORAS PUZZLE</p> <p>And MATH BLOCK II</p>  | <p>Read the technique description.</p> <p>Practice with a partner (you printed this puzzle page as your assignment to print Puzzle pages during week 1).</p>   |  |
| <b>VIDEO VIGNETTES</b>  | PYTHAGORAS & MATH BLOCK II   |  |  |
| <b>COURSE MANUAL</b>    | 1. Download the TESTING section and add to your manual.  |  |  |
| <b>ONLINE</b>           | <ol style="list-style-type: none"> <li>Lectures: WISC, Initial Testing, and Math Block II.</li> <li>Video Vignettes: Pythagoras and Math Block II.</li> <li>Week 2 Knowledge Survey</li> <li><i>Week 2 Discussion Board Question:</i> Why is teaching precise mathematical vocabulary important? Select and cite two math words as examples, using no more than 10 sentences for your response to the question. Respond to two other posts.</li> </ol> |  |  |

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**WEEK 3****Thinking & Questioning**

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|-----------------------------|--|---|--|--|
| <b>READ</b>                 | THEORY Article #8, pp 1-31,<br>“ The Role of Questioning in<br>Therapy” by Dr. Sue Hutchinson  | <p>Highlight elements that could be communicated to parents in an enrollment interview. Write a 1-2 page paper that explains the distinctives of the NILD program, as you would communicate them to parents.</p> <p>Review each technique from your Level I manual. Highlight elements in each that you may have overlooked.</p> <p>Practice techniques with a partner.</p> |  |  |
| <b>LECTURES</b>             | <p>THEORY Article #3, pp 1-13,<br/>“ The power of Interactive<br/>Language” by Dr. Hopkins.</p> <p>THINKING &amp; QUESTIONING and<br/>pdf Handout</p> <p>MEDIATED LEARNING and pdf<br/>Handout</p> <p>DICTATION &amp; COPY and pdf<br/>Handout</p>   |   |  |  |
| <b>TECHNIQUE<br/>REVIEW</b> | <p>DICTATION &amp; COPY</p> <p>BUZZER</p>  |   |  |  |
| <b>NEW<br/>TECHNIQUE</b>    | <p>LISTEN MY CHILDREN (LMC)<br/>And MEMORY CARDS</p>   |   |  |  |
| <b>VIDEO<br/>VIGNETTES</b>  | MEMORY CARDS and LISTEN MY CHILDREN  |   |  |  |
| <b>COURSE<br/>MANUAL</b>    | <p>Download and Print the following TECHNIQUE pages and add to your manual:</p> <p>a. Listen My Children</p> <p>b. Memory Cards.</p>   |   |  |  |
| <b>ONLINE</b>               | <ol style="list-style-type: none"> <li>Lectures: Thinking &amp; Questioning, Mediated Learning, and Dictation &amp; Copy with their pdf Handouts</li> <li>Video Vignettes: Memory Cards and Listen My Children</li> <li>Week 3 Knowledge Survey</li> <li><i>Week 3 Discussion Board Question:</i> Select one phase of the mental act (Input, Elaboration, Output) and in ten sentences or less describe your understanding of that phase in your own words. Respond to two other posts.</li> </ol> |   |  |  |

| <b>WEEK 4</b>           |  | <b>READING</b>   |  |
|-------------------------|--|--|--|
| <b>READ</b>             | <i>Speech to Print</i> by Dr. Louisa Moats, Ch 5, 7, 8 & Appendix C (2000 edition) OR Ch 4, 6, & 8 (2011 edition) *Note: Appendix C has been eliminated in the 2011 edition.   | Write a 1-2 page reflection paper that summarizes new understandings you have acquired from Dr. Moats. Include ways you could incorporate these new ideas into the Moveable Alphabet technique with students.<br>Complete and submit the <i>Speech to Print</i> worksheet. |  |
| <b>LECTURES</b>         | THEORY Article #4, pp 1-17, " Learning to Read in Order to Learn" by Wendy Teitsma.<br><br>Reading Fluency Lecture & pdf Handout<br><br>Blue Book Lecture (technique review) & pdf Handout   |  |  |
| <b>TECHNIQUE REVIEW</b> | BLUE BOOK  | Review the Blue Book technique from our Level I Manual.<br>Highlight areas you may be neglecting.  |  |
| <b>NEW TECHNIQUE</b>    | No New Techniques  |  |  |
| <b>VIDEO VIGNETTES</b>  | LEVEL II BLUE BOOK CDs, SOR, MOVEABLE ALPHABET, AND SOL  |  |  |
| <b>COURSE MANUAL</b>    | Download and print the two remaining techniques to be placed in the TECHNIQUES section of your course manual:<br>a. BLUE BOOK CDs<br>(These techniques will be taught during Residency Week.)  |  |  |
| <b>ONLINE</b>           | <ol style="list-style-type: none"> <li>1. Lectures: Reading Fluency and Blue Book.</li> <li>2. Video Vignettes: Level II Blue Book CDs, SOR, Moveable Alphabet, and SOL</li> <li>3. Week 4 Knowledge Survey</li> <li>4. <i>Week 4 Discussion Board Question</i>: Discuss 2-3 reasons why you think illiteracy is rampant in the US today. Limit your position to 10 sentences or less. Post responses to at least two others.</li> </ol> |  |  |
|                         |  |  |  |

**Level II Residency Course Assignments:**


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**Day 1**
**Core Technique Review**

|   |   |  |  |
|---|---|--|--|
| <b>Monday</b><br>Bring all technique materials with you this day. | <b>Core Technique Review</b><br><br><b>New Technique</b><br><br><b>Homework</b> | <ul style="list-style-type: none"> <li>• Session 1 – Core Technique Review</li> <li>• Session 2 – Blue Book Review</li> <li>• Session 3– Square Puzzles &amp; Design Tiles (PPT lecture)</li> <li>• Session 4 – Rhythmic Writing Review</li> <li>• Session 5 – Pythagoras</li> </ul> Analyze in Blue Book: sculpture, Greece, and bureau |  |
|   |   |  |  |

**Day 2**
**Testing**

|                |  |   |  |
|----------------|--|---|--|
| <b>Tuesday</b> | <b>Review</b><br><br><b>New Techniques</b> | <ul style="list-style-type: none"> <li>• Session 1 – Level I Demonstration</li> <li>• Session 2 – Initial Testing Lecture (Justin James Handout)</li> <li>• Session 3–Listen My Children Lecture</li> <li>• Session 4 – Memory Cards</li> </ul> |  |
|                |  |   |  |

**Day3**
**Reading & Math**

|                  |  |  |  |
|------------------|--|--|--|
| <b>Wednesday</b> | <b>Review</b><br><br><b>New Techniques</b> | <ul style="list-style-type: none"> <li>• Session 1 – Reading Review / Sounds of Reading Lecture</li> <li>• Session 2 – Spelling / Moveable Alphabet Lecture</li> <li>• Session 3–Blue Book CDs / Dictation Exercises</li> <li>• Session 4 – Math Lecture</li> <li>• Session 5 – Math Block II</li> </ul> |  |
|                  |  |  |  |

|  |                 |   |  |
|--|-----------------|---|--|
|  | <b>Homework</b> | Plan for demonstrations and Blue Book testing assignment. |  |
|--|-----------------|---|--|

**Day4****Level II Demonstration**

|                 |               |   |  |
|-----------------|---------------|---|--|
| <b>Thursday</b> | <b>Review</b> | <ul style="list-style-type: none"> <li>• Session 1 – 3 Level II Demonstrations</li> <li>• Session 4 – Annual Testing</li> <li>• Session 5 – Goal Setting</li> </ul> |  |
|-----------------|---------------|---|--|

**Day5****Wrap Up**

|               |               |   |  |
|---------------|---------------|---|--|
| <b>Friday</b> | <b>Review</b> | <ul style="list-style-type: none"> <li>• Session 1 – NILD Services</li> <li>• Session 2 – ALOs</li> </ul> |  |
|---------------|---------------|---|--|

**METHOD OF EVALUATION**

The final grade for the course will reflect mastery of course content and quality of thought as expressed final grades for these four categories:

- Distance assignments – 25%
- Class participation – 20%
- Blue Book competency – 15%
- Technique mastery – 40%

Included in the “Distance assignments” category are four papers and one worksheet (*Speech to Print*) that are graded and four Knowledge Surveys. The “Class participation” category consists of Discussion Board participation and Residency participation.

Grades are determined using a scale of 0 – 100 for each assignment. Participant grades will be recorded

by the instructor in the Blackboard grade center. Individual assignment scores are automatically weighted according to the percentages reflected on the course syllabus to determine a participant's final grade. Participants may view their grades in Blackboard at any time during the course.

#### **Distance assignments – 25%**

- Each of the following counts towards 3% of final grade
  - *Clinical Practice of Educational Therapy* paper Week 1 (100 points)
  - IQ paper Week 2 (100 points)
  - Distinctives paper Week 3 (100 points)
  - Moats paper Week 4 (100 points)
  - *Speech to Print* worksheet Week 4 (100 points)
- Each Knowledge Survey counts towards 2.5% of final grade
  - Knowledge Survey Week 1 (100 points)
  - Knowledge Survey Week 2 (100 points)
  - Knowledge Survey Week 3 (100 points)
  - Knowledge Survey Week 4 (100 points)

#### **Class participation – 20% (each of the following counts towards 10% of final grade)**

- Discussion Board participation (100 points)
- Residency classroom participation (100 points)

#### **Blue Book competency – 15% (100 points)**

#### **Technique mastery – 40% (100 points)**

Please note that grades will be inputted into the Blackboard grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by Blackboard but the course instructor will manually enter grades for all other items.

#### **GRADING**

The following grading system is followed:

| <b>Grade</b> | <b>Percentage Score Range</b> | <b>Quality Point Range</b> | <b>Quality Points</b> | <b>Rationale &amp; Meaning of Grade</b>   |
|--------------|-------------------------------|----------------------------|-----------------------|---|
| A            | 97-100%                       | 3.72 - 4.00                | 3.86                  | Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.   |
| A-           | 93-96%                        | 3.43 - 3.71                | 3.57                  | Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.  |
| B+           | 89-92%                        | 3.14-3.42                  | 3.28                  | Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Good content, but lacking in some areas.                         |
| B            | 85-88%                        | 2.86-3.13                  | 3.00                  | Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Attention to detail may have significantly improved the project. |
| B-           | 81-84%                        | 2.57-2.85                  | 2.71                  | Fair work in most areas: serious disregard  |

|    |        |           |      |   |
|----|--------|-----------|------|---|
|    |        |           |      | of assignment specifications or standard writing and style procedures. Attention to written instructions may have significantly improved the project.                       |
| C+ | 77-80% | 2.29-2.56 | 2.42 | Passing work but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.  |
| C  | 73-76% | 2.00-2.28 | 2.14 | Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards. |
| F  | <73%   | <2.00     | 0    | Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.               |

### STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at:

<http://eval.regent.edu/regent/survey/students.cfm>. If you have questions about the online evaluation please contact [evaluation@regent.edu](mailto:evaluation@regent.edu).

***This syllabus is subject to change without notice.***

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