

**SIMON FRASER UNIVERSITY
SUMMER SESSION 2005**

**EDUC 424-4
LEARNING DISABILITIES: LABORATORY
(D03.00)**

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**Location: Fort St. John
Thursday 5:30-9:30pm
Room 155**

PREREQUISITE
COREQUISITE: EDUC 422

Overview

Education 424 is designed to provide students with practical experience teaching young children at risk for acquiring learning disabilities. The course will provide student's experiences that will allow them to work effectively with children and youth who are struggling readers and writers. The students will be able to work one on one with a young child during the summer reading program held in Fort St. John. While many of the experiences and education focuses on small group and one on one instruction the strategies can be used to provide differentiated instruction for all children in a classroom environment.

In May and June the students will review theories of reading and writing and develop and conduct an informal assessment of a child's reading and writing ability. The ACHOTE student will be assigned a child to work during the third class. During the month of July (July 4th to 22nd), the child will attend a summer reading camp for one hour of tutoring.

The course can be broken down into three Modules:

Module One: Informal Assessment of Reading and Writing Development

ACHOTE students will be introduced to informal assessment techniques for reading and writing. They will then apply their knowledge to the student assigned to them. The ACHOTE student will be expected to complete a report indicating the results of their assessment. During this module you will be given various tools to determine a child's reading and writing levels.

Module Two: Dynamic assessment and intervention planning

AHOTE students will be introduced to intervention planning techniques and dynamic assessment. The ACHOTE students will demonstrate their knowledge of these skills by creating an intervention plan and assessing their progress over the fifteen day reading camp. Links will be made between assessment and intervention.

Module Three: Implementing and Evaluation of and Intervention Program

The ACHOTE student will deliver an intervention program to a child during the summer reading program.

This module allows the ACHOTE student to practice their book learning and demonstrate their understanding of concepts covered during the course.

Education 424 is a fourth year course that requires you have taken Education 422 as a pre- requisite or co-requisite. Please notify your instructor if you do not have the pre-requisite course.

Learning Resources

Course Texts:

Graves, Michael F., Juel, Connie, Graves, Bonnie (2004). Teaching Reading in The 21st Century (3rd edition), Toronto: Pearson

Wilson, K. M., Calfee, W.R., Graves, M. F., & Trainin, G. (2004) Assessment and Lesson Plans for "Teaching Reading in The 21st Century (3rd edition)", Toronto: Pearson

Schedule of Readings and Activities

Lecture Date Lectures, Assignments and Readings

May 5th TOPIC: Orientation and overview

READINGS: No readings assigned

May 12th TOPIC: Phonetic Awareness

READING: Graves Chapter 1, 3 Manual Pages: 3-9 20-22 and 45-46

DUE: Reflection of Readings

May 19th TOPIC: Word Recognition

READING: Graves Chapter 4 Manual Pages: 23-33 and 47-54

DUE: Reflection of Readings

May 26th TOPIC: Fluency

READING: Manual Pages 10-19 34 and 55-56

June 2nd TOPIC: Reading Comprehension

READING: Graves Chapters 5, 6, 7, and 8 Manual Pages: 35-44 57-61

Due: Reflection of Readings

June 9th TOPIC: Dynamic Assessment and Intervention

READING: Manual 74-79

June 16th TOPIC: Other Reading and Writing interventions

READINGS: Graves Review Chapter 6 and 7

June 23rd TOPIC: Writing and Reading, Reading Instruction with ESL learners

READINGS: Graves Chapter 10 and 11

DUE: Assessment Protocols and Assessment Report

June 30th TOPIC: Summer Program Planning and Procedures

DUE: Lesson plans for week one

July 7th FOCUS- Pre reading techniques

READINGS: No Assigned Readings

DUE: Reflection of Teaching, Lesson plans for week two

July 14th FOCUS- Reading Techniques

READINGS: No Assigned Readings

DUE: Reflection of Teaching, Lesson plans for week three

July 21st FOCUS- Post Reading Techniques and alternate intervention

READINGS: No Assigned Readings

DUE: Reflection of Teaching

July 28th Final Class

DUE: Intervention Summary

Course Assessment

Required Assignments:	Percent of Grade	Due
Assessment Protocols (20 marks)	20%	June 23
Assessment Report (10 marks)	10%	June 23
15 Lesson Plans (2 marks each)	30%	June 30th , July 7th, July 14th
Teaching a Lesson (4 @ 5 marks each)	20%	July 4th- 22nd
Intervention Summary	10%	July 27th
Reflections (5@ 2 marks each)	10%	May 9th, May 19th, June 2nd,
July 7th, July 14th, July 21st		

Participation in the daily tutorial in July is mandatory. For each day that a student does not attend (with or without a reasonable excuse) 10% of the total marks for the course will be deducted.

Scale for conversion to letter grades is as follows:

Letter grade	Percentage Grade	Definition	Numerical Equivalent
A+	93-100	Excellent	4.33
A	89-92	Performance	4.00
A-	88-86		3.67
B+	83-85	Good	3.33
B	79-82	Performance	3.00
B-	76-78		2.67
C+	73-75	Satisfactory	2.33
C	69-72	Performance	2.00
C-	66-68		1.67
D	56-65		1.00
F	0-55	Unsatisfactory Performance	0.00

Late Policy

If a student is late in submitting their assignments, marks will be deducted from the grade at a rate of 10 % per day. Lateness will be assessed on the basis of the date that your assignment was received.

Academic Dishonesty

Academic dishonesty will be taken very seriously in this course. Academic dishonesty includes (but is not limited to) the following: Copying another student's assignment; allowing others to complete work for you; copying part of an assignment from an outside source; copying more than five words from a journal article or

authored book without including a citation.

Cheating on an assignment will immediately result in a mark of zero on the assignment and an additional penalty of 5% in the course.

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