

**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.

COURSESYLLABUS

SCHOOL OF EDUCATION**EDLD 515****TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL I****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

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

Develop foundational methodology for training students how to learn by strengthening current cognitive systems to greater efficiency. The end result is significantly higher cognitive, academic, perceptual, and emotional functioning. Explore the usage of psychological and educational assessments, which reveal patterns of cognitive strengths and weaknesses. Gain a comprehensive understanding and utilization of the NILD Level I techniques. This course combines four weeks of online course work with one week of classroom instruction.

Theme Scripture:

Proverb 2:2 "Make your ear attentive to wisdom, Incline your heart to understanding." (NASB)

LEARNING OBJECTIVES

This course will **equip** beginning educational therapist with the tools used to identify and assess student's learning needs, and **prepare** the beginning educational therapist to **create and implement** individual educational therapy plans **utilizing** the NILD techniques specific to educational goals for student.

Upon completion of this course, students should be able to:

1. **Demonstrate** a beginning understanding of NILD philosophy and methodology
2. **Describe** NILD's comprehensive approach that develops learning through perception, academics, cognition and emotions
3. **Explain** the differences between NILD methodology and tutoring
4. **Understand** how reading, math and spelling can be impacted by improving cognitive functioning
5. **Identify** learning challenges and apply specific tools to develop and enhance thinking skills
6. **Design** an educational therapy program according to the strengths and vulnerabilities determined by assessment and implement an effective intervention program based on the NILD techniques
7. **Begin** to learn how to assess students annually
8. **Develop** literacy skills in the areas of phonemic awareness, phonics and syllabication

PROGRAM GOALS

This course contributes to the fulfillment of the following program goals:

1. Provide initial understanding of introductory techniques
2. Develop introductory level competency in the 5 core techniques
3. Build an initial awareness of NILD philosophy
4. Provide exposure to the characteristics of LD
5. Give introductory understanding of testing including:
 - a. WISC IV
 - b. Initial Testing
 - c. Annual Testing Process/Purpose
6. Develop understanding of how educational therapy techniques can develop cognition, perception, academics and emotional development
7. Provide direction for setting up a beginning program and understanding its initial relationships with home, school, and NILD
8. Provide an initial understanding of how reading, math and spelling can be used to stimulate thinking

SECTION 2 – COURSE REQUIREMENTS

COURSE REQUIREMENTS

- A. Prerequisite: Bachelor's degree, preferably in education or related field.
- B. Pre-Course Preparation: Prior to beginning the course, observe a live or recorded NILD Educational Therapy session.
- 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
 - ┌ Select a student with whom to practice techniques as they are learned
 - ┌ Have a chalkboard available for practice sessions (can be portable or tripod)
 - ┌ Practice techniques and read assignments as assigned
 - ┌ Complete reaction papers that a personal response to the information read
 - ┌ Contribute to online discussions weekly
 2. Residency (classroom) coursework (Mon-Thurs 8:00am - 4:45pm; Fri 8:00am - 12:15pm):
 - ┌ Work with a partner practicing and refining NILD Educational Therapy techniques
 - ┌ Complete evening assignments
 - ┌ Complete the final course assignment
- D. Training Requirements for NILD Professionally Certified Educational Therapist (PCET): NILD Level I training is the first step toward NILD certification. All Educational Therapists are expected to continue their training at a Level II 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 workshops, free subscription to NILD's "e-conference" email discussion group, a listing on NILD's Find -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: This optional ten hour workshop is held following the conclusion of residency week 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:**

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.

- ┌ **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

- ┌ **Let's Read (Books 3 – 5)**. ISBN: 083885302X; 083885303X; 083885304X. Available at Educators Publishing Services online store:

- ┌ <http://eps.schoolspecialty.com/products/details.cfm?seriesonly=5300M>

- ┌ **Getting the Main Idea** (Book D, 2006). SRA Specific Skills Series. ISBN: 978-0076039869. Available at: <https://www.mheonline.com/>. ISBN: 9780076039869

- ┌ **How to Spell Workbook 1**, (1986), Laura Toby Rudginsky and Elizabeth C. Haskel , Educators Pub Service. ISBN: 978-0838818480. Available at www.amazon.com

- ┌ **Lauri Toys Alphabet Avalanche** (500 crepe rubber letters). Available at: www.patchproducts.com (Item # 2344).

- ┌ **Writing Frame**. Available from Zaner-Bloser at: <http://shop.zaner-bloser.com/p-24-writing-frame.aspx>. (SKU: 978-0-7367-4937-4).

The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

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>.

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- ┌ **Let's Read (Books 3 – 5)**. ISBN: 083885302X; 083885303X; 083885304X. Available at Educators Publishing Services online store: <http://eps.schoolspecialty.com/products/details.cfm?seriesonly=5300M>

- ┌ **Getting the Main Idea** (Book D, 2006). SRA Specific Skills Series. ISBN: 978-0076039869. Available at: <https://www.mheonline.com/>. ISBN: 9780076039869

- ┌ **How to Spell Workbook 1**, (1986), Laura Toby Rudginsky and Elizabeth C. Haskel , Educators Pub Service. ISBN: 978-0838818480. Available at www.amazon.com

- ┌ **Lauri Toys Alphabet Avalanche** (500 crepe rubber letters). Available at: www.patchproducts.com (Item # 2344).

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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 I Course Materials Package includes:

- | | |
|---|---|
| <ul style="list-style-type: none"> [The Blue Book Method: An Associate Key Word Approach [Phonic Spelling Workbook [Student Reference Sheets & Writing Exercises [<i>Teacher's Word List</i> [Blue Book CD#1 [KEYWO [Sounds of Speech | <ul style="list-style-type: none"> [Sounds of Language [Rhythmic Writing & Morse Code laminated cards AND Chalk holder & chalk [Buzzer [A Work of His Grace by Grace Mutzabaugh, NILD Founder |
|---|---|

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.**

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.

LEVEL 1 Materials for Residency week:

Materials to bring to residency: Some of the materials listed in "Required Course Materials" are only used during the online portion of the course or following the course as you set up your therapy station. The following materials 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:

- [The Blue Book Method: An Associate Key Word Approach
- [Student Reference Sheets and Writing Exercises
- [Teacher Word List
- [Sounds of Speech
- [Getting the Main Idea - Book D
- [How to Spell, Workbook 1
- [Lauri Toys Alphabet Avalanche
- [Let's Read – choose only 1 book to bring for practice
- [Writing Frame
- [Phonic Spelling Workbook
- [Rhythmic Writing & Morse Code laminated cards
- [Buzzer
- [Chalkholder & chalk
- [KEYWO
- [**Speech to Print**, Language Essentials for Teachers (There are two homework assignments from this book during residency week. Participants can complete the assignments ahead of time and avoid bringing this book to residency week)

GENERAL COURSE REQUIREMENTS

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

1. **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”).
2. **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.**”
3. **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.
4. **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.
5. **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.
6. **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.
7. **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 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 515, 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 (Withdrew) or WF (Withdrew Failing) shall be placed on the students' transcripts for the courses in which they were enrolled.

The grade W (Withdrew) 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 (Withdrew 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.

Assignments for each week during the online portion of the course should be completed by Tuesday at midnight (EST).

Level I Online Course Assignments: 10-15 hours per week

WEEK 1

Introduction to NILD & Rhythmic Writing

<p>READ: The Clinical Practice of Educational Therapy</p>	<p>Chapter 1-3</p>	<p>Write a 1 - 2 page reaction paper (Word document) by the end of Week 1. Include your perspective on becoming an educational therapist. No sources need to be cited as this is a personal response. Content from these three chapters will be included in this week's Knowledge Survey.</p>	
<p>RHYTHMIC WRITING</p>	<p>Download, read, and print Rhythmic Writing pages from the TECHNIQUE section of the course manual prior to viewing the RW demonstration video.</p>	<p>Familiarize yourself with the entire section and in particular, review for this week the Rhythmic Writing pages beginning on pages IV-31, IV-51, and IV-79.</p>	
<p>OTHER</p>	<p>Select a "student" with whom to begin practicing RW. Your student can be a family member or friend, child or adult. Use a chalkboard to practice the technique, do not</p>	<p>Begin to practice Rhythmic Writing. Use your chalkboard to practice the technique. Practice for yourself all three figure 8's (APPENDIX page IV-51) and the first two motif cards (APPENDIX pages IV-53 through IV-56). Note: the mat portion of the technique will be</p>	

		use a whiteboard.	practiced during residency week.	
VIDEO VIGNETTE	INTRO VIDEO	Watch Introduction from Kathy Hopkins		
	RW DEMO VIDEO	Begin an informal log to record your observations of the RW demo video that align with the technique procedure described in your course manual.		
	AMTE	<ul style="list-style-type: none"> ┌ Specifically note the strength in body position the student demonstrated. ┌ List the variety of math language used and how did the therapist correct for direction errors? This informal log will help you to respond to the discussion board questions. 		
COURSE MANUAL		<ol style="list-style-type: none"> 1. Begin to assemble your course manual 2. Download and print the course manual cover sheet, Table of Contents, RW and APPENDIX pages 		
ONLINE		<ol style="list-style-type: none"> 1. Introduction, RW Demo, and AMTE Videos 2. Lecture: Distinctives Lecture with PDF handouts 3. Week 1 Knowledge Survey 4. Discussion Board Question: Which aspect of the Rhythmic Writing technique procedure challenged you most as you were practicing it and why? Please limit your comments to five sentences or less 		

WEEK 2

Testing

<p>READ:</p> <p>Theory Section of Level 1 Course Manual</p> <p>A Work of His Grace by Grace Mutzabaugh</p> <p>BLUE BOOK</p> <p>TESTING</p> <p>RHYTHMIC WRITING</p>	<p>Article #2 "Searching for Answers" by Dr. Hopkins</p> <p>Parts I and II.</p> <p>Download and read/print Blue Book pages from the TECHNIQUE section of the course manual prior to viewing the Blue Book demo video</p> <p>Download and read/print the TESTING section for your Level I course manual..</p>	<p>Print Theory pages and add to course manual.</p> <p>Begin to prepare for final assignment due week Four (4). * See week 4 for details.</p> <p>Begin to practice Blue Book and related techniques following the specific steps in your course manual.</p> <p>Memorize Blue Book pages 1 - 6 using the Blue Book CD #1 for guidance in correct pronunciation.</p> <p>Become familiar with the forms and processes used in NILD assessment.</p> <p>Jot down questions to ask when we cover annual testing in residency week.</p> <p>Continue to practice Rhythmic Writing on a chalkboard doing all three figure 8's and using motif cards 3 & 4 (APPENDIX pages IV- 57 through IV-60) that you printed in Week 1 Assignments section.</p>
<p>VIDEO VIGNETTE</p>	<p>BLUE BOOK DEMO</p> <p>Sounds of Speech</p>	<p>Continue recording in your informal log observations of Blue Book and related techniques that align with the technique procedure described in the course manual. Specifically note how students are supposed to write the dictated words in their phonics spelling workbook (think syllables). Also, why do you think it will be helpful for older students to be able to rhyme? This informal log will help you to respond to the discussion board question.</p>
<p>COURSE MANUAL</p>	<ol style="list-style-type: none"> 1. Download the THEORY section and add to your manual. 2. Download and Print the TESTING section for your manual. 3. Download and print the Blue Book TECHNIQUE pages.. 	
<p>ONLINE</p>	<ol style="list-style-type: none"> 1. Lectures: Identification of Learning Needs AND WISC-IV & Formal Testing with PDF handouts 2. Blue Book demo and Sounds of Speech Videos. 3. Week 2 Knowledge Survey 4. Week 2 Discussion Board Question: What was your strategy for remembering Blue Book pages 3-4 Consonants? Use five sentences or less in your post and respond to no more than three posts. 	

<p>READ: A Work of His Grace by Grace Mutzabaugh</p> <p>Speech to Print by Dr. Louisa Moats</p> <p>DICTATION & COPY</p> <p>BUZZER</p>	<p>Read part III. Begin to prepare for final assignment due week 4. (see week 4)</p> <p>Read and review Chapters 1 - 2 in preparation for this week's Knowledge Survey.</p> <p>Download, Read, and Print the DICATION & COPY Technique section and add to your manual.</p> <p>Download, Read, and Print the BUZZER Technique section for your manual.</p>	
<p>OTHER</p> <p>RW</p> <p>BLUE BOOK</p>	<p>Continue to practice Rhythmic Writing on a chalkboard doing all three figure 8's and using motif cards 5 & 6 (APPENDIX pages IV -61 through IV-64) that you printed in Week 1 Assignments section.</p> <p>Memorize Blue Book pages 7 - 20 using Blue Book CD #1 for guidance in correct pronunciation.</p>	
<p>VIDEO VIGNETTE</p> <p>Dictation and Copy</p> <p>Moveable Alphabet</p> <p>Buzzer Demo</p> <p>Let's Read</p>	<p>Continue recording in your informal log your observations while viewing the D&C demo video. Specifically note the student's pencil grip and how errors are identified when students are editing the first sentence.</p> <p>Use the book, Getting the Main Idea (that you were instructed to purchase per the course syllabus), to practice Dictation & Copy with a student.</p> <p>Continue recording in your informal log your observations while viewing the Buzzer demo video. Name two instances when the therapists connected to prior knowledge. Also, how did using the "WH" questions improve the structure of the student's sentence?</p> <p>Select a Buzzer word that contains patterns from Blue Book pages 1-6 and practice the technique with a student. Be sure to include the Blue Book analysis.</p>	
<p>COURSE MANUAL</p>	<ol style="list-style-type: none"> 1. Download and Print the DICATION & COPY Technique section and add to your manual. 2. Download and Print the BUZZER Technique section for your manual. 	
<p>ONLINE</p>	<ol style="list-style-type: none"> 1. Lecture: Reading Lecture and PDF handout 2. Dictation & Copy, Buzzer demo, Moveable Alphabet, & Let's Read videos 3. Week 3 Knowledge Survey 4. Week 3 Discussion Board Question: Pose a question for your colleagues related to any of the four core techniques you have learned so far. Use five sentences or less and respond to no more than three posts. 	

WEEK 4**Math**

<p>READ:</p> <p>A Work of His Grace by Grace Mutzabaugh</p> <p>MATH BLOCK</p> <p>BLUE BOOK</p>	<p>Read part IV.</p> <p>Download, Print and Read the Math Block TECHNIQUE pages of your course manual.</p> <p>Memorize Blue Book pages 21 - 38 using the Blue Book CD #1 for pronunciation correctness.</p>	<p>In 3 to 4 pages, reflect upon the differences between the educational therapy method Grace envisioned and the tutorial, compensatory approaches that are still in wide use today. In short, how is the NILD method different and why do you personally desire to become part of this work? This will be your final assignment and is due the Friday before residency week begins.</p> <p>Plan a 10-minute Math Block for a student.</p> <p>Memorize the remaining Blue Book pages prior to residency week.</p>
<p>VIDEO VIGNETTE</p>	<p>Math Block Demo</p> <p>Map</p>	<p>Continue recording in your informal log observations while viewing the Math Block demo video.</p> <p>Plan a 10-minute Math Block for a student.</p>
<p>COURSE MANUAL</p>	<p>Download and print the four remaining techniques to be placed in the TECHNIQUES section of your course manual:</p> <ol style="list-style-type: none"> a. LET'S READ b. MOVEABLE ALPHABET c. MAP d. AUDITORY MEMORY TRAINING EXERCISES. (These techniques will be taught during Residency Week.) 	
<p>ONLINE</p>	<ol style="list-style-type: none"> 1. Lecture: Math Lecture and PDF handout 2. Math Block demo and Map videos 3. Week 4 Knowledge Survey: for the final Knowledge Survey, review the Math lecture and all five Core Techniques: Rhythmic Writing, Blue Book, Buzzer, Dictation & Copy, and Math Block. 4. Week 4 Discussion Board Question: Share ideas with your colleagues related to developing a Math Block for students 	

Level I Residency Course Assignments:

*ASSIGNMENTS FOR EACH DAY ARE TO BE COMPLETED **PRIOR** TO THE DAY'S CLASS SESSION

*PLEASE BRING ALL MATERIALS LISTED IN THE SYLLABUS TO CLASS EACH DAY, INCLUDING ALL NOTES AND PRINTED RESOURCES FROM THE ONLINE PORTION OF THE CLASS.

DAY 1

Blue Book: Memorize pp. 1-6; 50-51

Phonics Spelling Workbook: Review pp. 46-51

Speech to Print Complete "Brief Survey of Language Knowledge" (pp. 17-18) and "Comprehensive Survey of Language Knowledge" (pp. 19-20) on a separate sheet of paper

Rhythmic Writing: review motif card #1

Other: Cut apart KEYWO number cards to be ready for the week

Note: evaluation forms in Appendix section of manual

READ

Article: "D/C: A Core Technique with Multifaceted Returns" (manual)

Technique: Dictation and Copy (III 29-35), Rhythmic Writing (III 61-70), and Map (III 71-73)

DAY 2

Blue Book: Memorize pp. 7-18; 52-55 for in-class group practice

Phonics Spelling Workbook: Review pp. 56-57; Analyze each of the following words on a separate sheet of paper AND write each word on the "Syllabication Rules" pages in the PSW (pp. 46-47):

magnet, go, topaz, childish, smell, trusted, embank, whistle

Speech to Print Complete Exercise 2.1 (p. 23) and Exercise 2.2 (p.24)

Rhythmic Writing: review motif card #2-3

Dictation & Copy: Complete assigned paragraph from
Getting the Main Idea, Book D

READ

Article: "Reading Disabilities" (manual)

Testing: Review the entire section (II 2-97); Begin psychological assessment (ability) (Part A) portion of testing assignment for Seth (**due Day 4**)

Techniques: Blue Book (III 7-11), KEYWO games rules (III 13-15), Rationale in Sounds of Speech, Moveable Alphabet: (III 51-59), and Buzzer (III 17-27)

DAY 3

Blue Book: Memorize pp. 19-26; 54-56 (y rules)

Phonics Spelling Workbook: 58-60 Analyze each word on a separate sheet of paper AND write each word on the "Syllabication Rules" pages **in the PSW** (pp. 46-47):

stifle, example, commute, about, trying

WRITE these words in correct column in Phonics Spelling Workbook:

p. 49 love + ly; late + er

p.52 fog + y; fret + ful

p.54 forgot + en; offer + ing

p.60 obey + ed; holy + ness; deny + ing

Rhythmic Writing: review motif card #4

Buzzer: complete assigned homework from in-class Buzzer word following demonstration

READ

Testing: Initial/Annual (II 23-53); Begin Part B: Educational Assessment (achievement) questions from *Seth's* testing profile (due Day 4)

Techniques: Math Block (III 41-49), Let's Read (III 37-39), and AMTE (III 75-77)

"Building Blocks of Learning" - **from Chapter 1** of Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management, **by Nancy Mather, Ph.D., & Sam Goldstein, Ph.D.** (manual)

DAY 4

Blue Book: Memorize pp. 27-38

Phonics Spelling Workbook: Analyze each word on a separate sheet of paper AND write each word on the "Syllabication Rules" pages **in the PSW** (pp. 46-47):

school, exploit, hitched, chuckle, breakfast, daughter, museum, nourish, freight, surveyors

Rhythmic Writing: review motif card #5

Math Block: complete assigned homework following Math Block demonstration

Other: Prepare for therapy demonstration (on day 4)

READ

Article: "NILD Auditory Techniques: Research Findings" (manual)

DAY 5

Blue Book: Memorize pp. 40-46

Phonics Spelling Workbook: Analyze each word on a separate sheet of paper AND write each word on the "Syllabication Rules" pages in the PSW (pp. 46-47):

chiffon, frighten, foundational, generally, consequence, phonic, musician, familiarized

Rhythmic Writing: review motif card #6

Other: Review Appendix

READ

Article: "Life and Death and Reading Words" (Theory section of manual)

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 – 40%
- [Class participation – 20%
- [Therapy demonstration – 20%
- [Final assignment – 20%

There are five Distance assignments that are graded and the Class participation grade consists of Discussion Board participation and Residency participation (see below).

Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant's grades 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 – 40% (each of the following have an 8% weight of final grade)

- [•Clinical Practice of Educational Therapy reaction paper Week 1 (100 points)
- [•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)

Therapy demonstration – 20% (100 points)

Final assignment (A Work of His Grace paper) – 20% (100 points)

Please note that grades are required to 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 and the course instructor manually enters in Blackboard grades for all other assignments.

GRADING

The following grading system is followed:

Grade	Percentage Score	Quality Point Range	Quality Points	Rationale & Meaning of Grade
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	Range			
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.

This syllabus is subject to change without notice.

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