



15800 Calvary Rd
Kansas City, MO 64147

Syllabus

Course: ED446 D & N-D Reading Interventions in the Secondary School
Credit: 3 hours
Semester: Spring 2026 (Session 2)
Day and Time: Tuesdays and Thursdays from 9:30 – 10:50 a.m.
Location: East Education Building, Room 129
Instructor: Dr. Mary F. Briggs
Contact Info: Office phone: 816-425-6181
Email: mary.briggs@calvary.edu

I. DESCRIPTION

This course will help students learn to apply methods of instructional interventions for middle and secondary school students with reading deficits. Students will also focus on content-specific needs of English Language Learners. This is the second required literacy course. (Prerequisite: ED190 and ED348; must be officially admitted to Teacher Education program)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

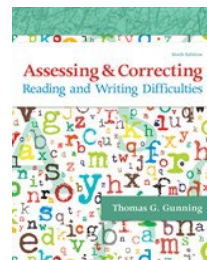
III. OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Articulate the reading needs and interests of secondary school readers from a variety of social and cultural contexts, including linguistically diverse students and students with exceptional learning issues.
 - a. MTS 1.5; 2.1; 2.4; 2.5; PLO-1, 2, 4
 - b. Assignments: A.1; A.2; B.3; B.6
 2. Analyze, evaluate, and develop assessment procedures that indicate students' abilities and provide insights for instruction.
 - a. MTS 7.1; 7.2; 7.4; 7.6; PLO-1, 2, 3, 5
 - b. Assignments: A.1; A.2; B.2; B.5; B.6
- B. Specific competencies to be achieved. The student will:
1. Create comprehensive units and lesson plans that integrate literacy instruction into the overall content area curriculum with a focus on assisting students with reading and/or language disabilities.
 - a. MTS 3.1; 3.2; 3.3; PLO-1, 2, 3
 - b. Assignments: A.1; A.2; B.1; B.5; C.1; C.3
 2. Incorporate instructional technology into the preparation and teaching of lessons to enhance literacy development.
 - a. MTS 4.1; 4.2; 4.3; 6.4; PLO-1, 2, 3
 - b. Assignments: A.1; A.2; B.1, B.2; B.6; C.3
 3. Reflect upon, understand, and appreciate the need for helping English Language Learners (ELLs).
 - a. MTS 2.6; 6.2; 9.3; PLO-1, 2, 3, 4
 - b. Assignments: A.1; A.2; B.2; B.4; B.5; B.6; C.2
 4. Assess tools for the purposes of evaluating student's growth, determining areas in which students need to continue developing, and planning next steps in instruction.
 - a. MTS 6.1; 6.2; 6.3; PLO-1, 2, 3, 5
 - b. Assignments: A.1; A.2; B.2; B.5; B.6

IV. MATERIALS

- A. The Bible (Please refer to Course Policies.)
- B. Textbook:
Gunning, Thomas. (2018). *Assessing and correcting reading and writing difficulties*, 6th edition, Pearson.
ISBN-13: 9780134515601 (6 month access for \$9.99 a month)
(Lifetime access for \$89.94)
ISBN-13: 9780134516622 (Printed Copy: \$105.00)

You will need to purchase **the 6th edition.**



V. REQUIREMENTS

A. Reading Assignments

1. You are expected to read the required textbook according to the Reading Schedule as well as other handouts or websites as assigned by the professor. While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information in your textbook is important!
2. **Quizzes:** Complete five (5) “open book” quizzes posted on CANVAS. These quizzes serve to reinforce the key terms and concepts covered in the textbook chapters.

B. Written Assignments

1. **BDA Lesson Plan:** You will develop a lesson from a textbook in your content area. Prepare the lesson facilitating learning through anticipation, realization, and contemplation of readings using **b**efore, **d**uring, and **a**fter reading strategies. Your lesson should include technology and reference to your interactive bulletin board. You will teach your lesson to the class. Additional information regarding this assignment will be provided in Files on Canvas.
2. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Interest/Literacy Inventory:** Create a beginning-of-year inventory (or similar activity) to examine the interests, behaviors, and the literacy practices of the adolescents in your future classes. Provide copies of your inventory for your classmates. Further explanation and models of this assignment will be provided in Files on Canvas.
4. **Literature Review:** You will review two professional journal articles related to literacy instruction for ELL students in your content area. You will complete an annotated bibliography for each journal article. Additional details for this assignment will be provided in Files on Canvas.
5. **Resource Notebook:** Prepare a notebook with resources which may be beneficial for use with middle and secondary school students who demonstrate reading deficits. Your notebook should include diagnostic assessments, lists of supportive strategies, lists of current educational technology resources, exemplars, etc. Additional information regarding this assignment will be provided in Files in Canvas.
6. **Exam:** You will complete a final exam based on information in the textbook.

C. Activity Assignments

1. **Bulletin Board:** You will create and display an interactive bulletin board to support your BDA Lesson Plan.
2. **Teach your BDA Lesson:** You will teach your BDA Lesson to the class. Be sure to provide supporting materials for all students in the class.

VI. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Practicing skills
4. Resource Notebook
5. Lectures
7. Discussions
8. Presentations
9. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
BDA Lesson Plan	50
Bulletin Board	50
Discussion Questions	100 (20 x 5 questions)
Interest/Literacy Inventory	100
Literature Review	150
Participation (In-Class Students) Report on Videos (Online Students)	250
Quizzes	100 (20 x 5 quizzes)
Reading and Chapter Responses	250
Resource Notebook	300
Teaching BDA Lesson	50
Final Exam	100 points
Total:	1,500 points

2. **Late Assignments**

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. **Letter / Numerical Grade Scale**

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VIII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	March 17 ^h & 19 th	Introduction Factors Influencing Reading and Writing Difficulties	<i>Due by Midnight on March 23rd</i> 1. Read Chapters 1 & 2. 2. Complete DQ#1. 3. Read Chapters 3 & 4. 4. Complete Ch. 3 Online Quiz. 5. Create Interest Inventory. 6. Prepare to share Inventory.*
2	March 24 th & 26 th	*Students share Interest Inventories Overview of Assessment Placing and Monitoring Students	<i>Due by Midnight on March 30th</i> 1. Read Chapter 8. 2. Read Chapter 9. 3. Complete Ch.9 Online Quiz. 4. Work on Literature Review and Resource Notebook.
3	March 31 st and April 2 nd	Listening and Memory Phonics & Fluency Assessment Phonics & Fluency Strategies Autism, Phonics, and Fluency	<i>Due by Midnight on April 6th</i> 1. Complete DQ#2. 2. Read Chapter 13. 3. Complete Ch. 13 Online Quiz. 4. Work on Literature Review and Resource Notebook.
4	April 7 th & 9 th	Writing Assessments Writing Strategies Autism and Writing	<i>Due by Midnight on April 13th</i> 1. Watch Video(s). 2. Complete DQ#3. 3. Read Chapter 6. 4. Complete Ch. 6 Online Quiz. 5. Read Chapter 11.
5	April	Academic Aptitude	<i>Due by Midnight on April 20th</i>

	14 th & 16 th	Comprehension Assessments Comprehension Strategies Autism and Comprehension	1. Complete DQ#4. 2. Complete Literature Review. 3. Prepare to share LR. 4. Read Chapter 10.
6	April 21 st & 23 rd	*Students share Literature Reviews Vocabulary Assessments Vocabulary Strategies Autism and Vocabulary	<i>Due by Midnight on April 27th</i> 1. Prepare BDA Lesson. 2. Read Chapters 14 & 15. 3. Complete DQ#5. 4. Complete Resource Notebook.
7	April 28 th & 30 th	Response to Intervention (RTI) Tier 2 and Tier 3 Programs Organization of Intervention Programs	<i>Due by Midnight on May 4th</i> 1. Read Chapter 5. 2. Complete Ch. 5 Online Quiz. 3. Study for Final Exam. 4. Practice BDA Lesson*
8	May 5 th & 7 th	*Students teach BDA Lessons Final Exam	All work is due by 11:59 p.m. on Friday, May 8th

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*