

Mayville State University

SPED 350, Reading Assessment and Intervention

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Yvonne H. Cannon

Contact Information:

Office: Education Building 116K

Email: yvonne.cannon@mayvillestate.edu

Work phone: 701-788-4829

Hours of Availability:

Monday-Friday: 9:00-Noon and 1:00-4:00

Not available on Wednesdays from 10:00 to 11:00 for Division Meetings

Not available on Thursdays from 1:00-3:45 for an on-campus class

Also available for meetings on other days and times by appointment.

Office Hours or By Appointment Meeting Link: [Zoom Meeting Link](#)

Instructional Mode: On Campus Face-to-Face

Course Dates: August 25-October 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Thursdays, 1:00-3:45 P.M., Library Quiet Room

Final Exam Time and Location: Last Class Meeting Time 10/16/2025 at 1:00 P.M.

Zoom Link: [Yvonne's Zoom Room](#)

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

Text: Wanzek, J., Al Otaiba, S., McMaster, K.L. (2020). *Intensive reading interventions for the elementary grades*. The Guildford Press.

Text: Leu, D.J. & Kinzer, C. K. (2017). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. Pearson.

Required Supplemental (used in EDUC 318 and EDUC 319)

Text: Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement* (3rd ed.). Arena Press/Academic Therapy Publications Core, Inc.

Recommended

Text: Diamond, L., & Thorsnes, B.J. (2018). *Assessing reading: Multiple measures. 2nd Edition*. Arena Press.

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Text: Dougherty Stahl, K.A. & McKenna, M. (2013). *Reading assessment in an RTI framework*. The Guilford Press.

Website: Reading Rockets (n.d.). *Reading 101: Self-paced learning modules*.

<https://www.readingrockets.org/reading-101/reading-101-learning-modules>

Articles

You will be assigned articles as required reading throughout the course. These articles can be accessed through ODIN. If you need assistance locating these articles, please contact the library for assistance.

Supplies

This course uses a hands-on constructivist and experiential learning methodology. Therefore, the following materials are requested:

- Required Texts
- Access to Technology and the Internet

Instructional Technologies Utilized in This Course:

- Blackboard – MSU's learning management system and virtual class environment
- Yuja or other Approved Platform – screen and video recording
- PowerPoint, Prezi, or other platforms - presentations
- Padlet/Flipgrid
- Zoom

Software Requirements

Updated versions are required to view and create documents, create demonstration videos, and view videos. All assignment documents need to be submitted as either a Word document or a PDF. Please contact tech services if you need assistance.

Websites to Reference APA 7th Edition and Bloom's Taxonomy:

- [APA 7th Edition](#)
- [Bloom's Revised Taxonomy](#)
- [Purdue OWL](#)

Use of Artificial Intelligence in this Course

You may use AI programs, such as ChatGPT, to help generate ideas and facilitate brainstorming. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Be aware that excessive use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Activities and assignments indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the course. Any plagiarism or other form of academic dishonesty will be addressed in accordance with Mayville State University's policies and guidelines.

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Course Description

Cross-listed with EDUC 350. This course includes an overview and application of scientifically-based, research-based, and evidence-based assessment, diagnostic practices, and corrective reading methods to provide interventions and differentiated support in reading instruction. Multi-Tiered Systems of Support (MTSS) is explored. Teacher candidates will research various progress monitoring techniques to track student data and provide flexible grouping for differentiation within phonemic awareness, phonics, fluency/accuracy, vocabulary, and comprehension embedded in Science of Reading research. Teacher candidates will demonstrate teaching competencies using research-based assessments and systematic and explicit instructional strategies for whole group, small group, and individual learners in regular classroom settings and intensive intervention settings. Teacher candidates will explore assessments, analyze assessment data, and plan and practice scientifically-based instructional strategies that support struggling readers, English Language Learners, and students with dyslexia and other exceptionalities. This course is required for the North Dakota reading credential.

Pre-/Co-requisites: [EDUC 318](#) and Admission to Teacher Education. Cross-listed with EDUC 350.

Conceptual Framework

Teacher education courses are based on the Conceptual Framework: Reflective Experiential Teacher. The document 'Conceptual Framework' is located in the Teacher Education Handbook.

Course Objectives and Alignment to Standards

This course intends to increase teachers' ability to provide effective instruction to those experiencing difficulties in learning to read. To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood and Elementary Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Identify and demonstrate processes used to assess and diagnose student progress related to grade-level benchmarks. (SLO 2,3; InTASC 1, 4 6, 8; CEC 4.1,4.2,4.3; ND Reading Standards 3.1-3.8; Knowledge and Practice Standards for Teachers of Reading 3.1-3.8; NAEYC Standards 3; ND EC 3a, 3b, 3c ND ELED 50015.3b)

Assignment: Inquiry Research Assignment- Assessment Systems; Fluency/Accuracy Assessment; Week #3 Importance of Assessing Subskills Discussion Board; Oral Reading Fluency Assessment

2. Identify common causes of reading difficulties, including dyslexia and other language-based reading problems. (SLO 2, 3; InTASC 1, 2, 6; CEC 3.1; ND Reading Standards 1.1, 1.4, 1.5, 1.7, 2.1, 2.3, 2.4; Knowledge and Practice Standards for Teachers of Reading 1.1, 1.4, 1.5, 1.7, 2.1, 2.3, 2.4; ND EC Standards 1b, 1c, 4b, 4c; NAEYC Standards 1, 4; ND ELED 50015.3d)

Assignment: Week #1 Underlying Causes of Reading Difficulties Discussion Board; Quizzes; EL Assignment

3. Describe common procedures used to initiate and complete student referrals. (SLO 4; InTASC3, 9; CEC 7; ND Reading Standards 3.7, 3.8; Knowledge and Practice Standards for Teachers of Reading 3.7, 3.8; ND EC Standards 3b, 3d, 6a; NAEYC Standards 3, 6; ND ELED 50015.3d)

Assignment: Week #6 Problem-Solving Protocol Discussion Board

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4. Demonstrate knowledge and understanding of tools that assess phonics, phonemic awareness, fluency, vocabulary, and comprehension. (SLO 3; InTASC 5, 6, 7; CEC 4,5; ND Reading Standards 3.1-3.6; Knowledge and Practice Standards for Teachers of Reading 3.1-3.6; ND EC Standards 3a, 3b, 3c, 3d; NAEYC Standards 3; ND ELED)

Assignment: Tier 1, 2, and 3 Quizzes; Assessing Reading Development Quiz; Oral Reading Fluency Assessment

5. Plan for reading instruction using direct and explicit intensive strategies at appropriate levels of instruction for learners with different reading abilities. (SLO 3; InTASC 1-5,7,8; CEC 1,2,5; ND Reading Standards 4A.1, 4A.2, 4A.3; Knowledge and Practice Standards for Teachers of Reading 4A.1, 4A.2, 4A.3; ND EC Standards 1b, 4b, 4c; NAEYC Standards 1, 4; ND ELED 50015.3b)

Assignment: Reading Moves Article Response; Final Case Study: Lesson Plan, Video Demonstration, and Reflection; Case Study Scenario Discussion Board; EL Assignment

6. Demonstrate skill development in direct and explicit instruction using the principles of effective instruction for struggling readers. (SLO 3; InTASC 1,2,4,6,7,8; CEC 5; ND Reading Standards 1.1, 1.2, 1.8, 2.5, 4A.1, 4A.2, 4A.3, 4C.2, 4E.4, 4F.4; 4G.1-4G.5; Knowledge and Practice Standards for Teachers of Reading 1.1, 1.2, 1.8, 2.5, 4A.1, 4A.2, 4A.3, 4C.2, 4E.4, 4F.4; 4G.1-4G.5; ND EC Standards 4b, 4c; NAEYC Standards 4; ND ELED 50015.3c, 50015.3d; 50015.4b, 50015.4g)

Assignment: Final Case Study: Lesson Plan, Video Demonstration, and Reflection

7. Demonstrate an understanding of instructional methods in reading intervention that address emergent literacy, phonics, decoding and oral reading skills, vocabulary, comprehension and study skills, and writing development. (SLO 2; InTASC,4,5,6,7,8; CEC 3,5; ND Reading Standards 4A.1-4A.3, 4B.3-4B.7, 4C.1-4C.8, 4D.1-4D.4, 4E.1-4E.4, 4F.1-4F.5, 4G.1-4G.5; Knowledge and Practice Standards for Teachers of Reading Standards 4A.1-4A.3, 4B.3-4B.7, 4C.1-4C.8, 4D.1-4D.4, 4E.1-4E.4, 4F.1-4F.5, 4G.1-4G.5; ND EC Standards 3a, 4b, 4c; NAEYC Standards 3,4; ND ELED 50015.3c, 50015.3d, 50015.4g)

Assignment: Learning About Literacy Article Quiz; Science of Reading Video Response; Discussion Board-Phonics and SoR; Video Observation and Analysis; Phonics, PA, and Word Analysis Exam

8. Design lessons and materials to support reading assessment and instruction. (SLO 3; InTASC 6, 8; CEC 5; ND Reading Standards 4A.1-4A.3, 3.4, 3.5, 3.6; Knowledge and Practice Standards for Teachers of Reading 4A.1-4A.3, 3.4, 3.5, 3.6; ND EC Standards 4b, 4c, 5c; NAEYC Standards 4, 5; ND ELED 50015.3c, 50015.4g)

Assignment: Final Case Study: Lesson Plan, Video Demonstration, and Reflection; Video Observation Analysis

9. Describe each of the following influences on reading achievement: student motivation, teacher planning, Response to Intervention (RTI) Model, explicit instruction, differentiated instruction, and home-school relationships. (SLO 2; InTASC 5,7,9, 10; CEC 3; ND Reading Standards 1.4, 1.5, 1.7, 2.5, 3.8, 4A.3; Knowledge and Practice Standards for Teachers of Reading 1.4, 1.5, 1.7, 2.5, 3.8, 4A.3; ND EC Standards 1b, 1c, 1d, 2a, 4b, 4c, 5c, 6c, 6d, 6e; NAEYC Standards 1, 2, 4, 6; ND ELED 50015.3d)

Assignment: Final Case Study: Lesson Plan, Video Demonstration, and Reflection

10. Evaluate, describe, and implement strategies that facilitate literacy learning. (SLO 1,3; InTASC 2, 3; CEC 2; ND Reading Standards 1.5, 2.5; Knowledge and Practice Standards for Teachers of Reading 1.5, 2.5; ND EC Standards 3c, 3d, 4b; NAEYC Standards 3, 4; ND ELED 50015.3b, 50015.3c, 50015.4b, 50015.4g)

Assignment: Video Observation and Analysis; Final Case Study: Lesson Plan, Video Demonstration, and Reflection

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11. Establish and maintain positive attitudes towards the ability of the child to make higher achievements in reading. (SLO 1; InTASC 7,8,9; CEC 1; ND Reading Standards 2.5; Knowledge and Practice Standards for Teachers of Reading 2.5, 5.1, 5.8; ND EC Standards 1b, 4a; NAEYC Standards 1, 4; ND ELED 50015.3d)

Assignment: Final Case Study Project; Case Study Discussion Board; EL Assignment

12. Analyze screening and diagnostic assessment data to develop appropriate individualized intervention plans. (SLO 1,2,3; InTASC 6-8; CEC 4,5; ND Reading Standards 3.4, 3.5, 3.6, 3.7; Knowledge and Practice Standards for Teachers of Reading 3.4, 3.5, 3.6, 3.7; ND EC Standards 3c; NAEYC Standards 3; ND ELED 50015.3b, 50015.3d, 50015.4g)

Assignment: Final Case Study Project; Week #5 Case Study Discussion Board

13. Analyze the application of teaching strategies in a video observation experience. (SLO 2; InTASC 9,10; CEC 3; ND Reading Standards 4A.1-4A.3; Knowledge and Practice Standards for Teachers of Reading 4A.1- 4A.3; ND EC Standards 4b, 4c; NAEYC Standards 4; ND ELED)

Assignment: Video Teaching Observation and Analysis

14. Understand and apply phonemic awareness, phonics, and word analysis strategies to assist students across all areas of the main reading components as identified in the SoR research. (SLO 1,3; InTASC 2, 3; CEC 2; ND Reading Standards 1.5, 2.5; Knowledge and Practice Standards for Teachers of Reading 1.5, 2.5; ND EC Standards 4b, 4c; NAEYC Standards 4; ND ELED 50015.4g)

Assignment: Big 5+2 Reflection; Article Outlines and Summary for Phonics; Phonics, Phonemic Awareness, and Word Analysis Mastery Exam

15. To evaluate students' mastery of key course concepts in reading intervention, including identifying reading difficulties, applying evidence-based intervention strategies, and implementing targeted instructional practices. This exam will assess their ability to integrate and apply theoretical knowledge, diagnostic skills, and practical techniques to develop and execute effective reading intervention plans tailored to diverse learner needs. (SLO 2; InTASC,4,5,6,7,8; CEC 3,5; ND Reading Standards 4A.1-4A.3, 4B.3-4B.7, 4C.1-4C.8, 4D.1-4D.4, 4E.1-4E.4, 4F.1-4F.5, 4G.1-4G.5; Knowledge and Practice Standards for Teachers of Reading Standards 4A.1-4A.3, 4B.3-4B.7, 4C.1-4C.8, 4D.1-4D.4, 4E.1-4E.4, 4F.1-4F.5, 4G.1-4G.5; ND EC Standards 1a, 3a, 3b, 3c; NAEYC Standards 1, 3; ND ELED 50015.3b, 50015.3c, 50015.4g)

Assignment: Final Comprehensive Exam

Program Learning Outcomes (SLOs) Addressed in this Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- SLO 1: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions, and apply ideas to everyday life.
- SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: Professional Responsibility: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession will demonstrate instructional strategies that are developmentally appropriate for diverse learners.

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SLOs/Professional Standards	Mastery Assignments and Assessments
SLO 1: Learner & Learning:	- Case Study Demonstration - EL Assignment
SLO 2: Content	- Phonics, Phonemic Awareness, and Word Analysis Mastery Exam - Final Comprehensive Exam
SLO 3: Instructional Practice	Case Study Scenario Demonstration
SLO 4: Professional Responsibility	

INTASC Standards

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from InTASC standards retrieved from:

InTASC Model Core Teaching Standards and Learning Progressions for Teachers Standards

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[CEC Standards](#)

[Knowledge and Practice Standards for Teachers of Reading](#)

[North Dakota Reading Standards](#)

[North Dakota Early Childhood Standards](#)

[North Dakota Reading Standards](#)

[NAEYC Program Standards](#)

State Standards Addressed by this Course:

- 50065.1 Teaching for Learning
- 50065.2 Literacy and Reading
- 50015.1a Development and Learning
- 50015.2a Elements of Literacy and Reading
- 50015.3c Development of Critical Thinking, Problem Solving and Performance
- 50015.6 Instructional Technologies

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- My preferred method of communication is email: yvonne.cannon@mayvillestate.edu. I usually respond within 24-48 hours during weekdays. If you would like to contact me by phone, please use my office number: 701-788-4829. Emails received on weekends will be responded to on Monday.
- Reminder: You can schedule an appointment with me outside of the listed office hours.
- I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. Students are accountable for all academic communication sent to their Mayville State University email address.
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate, demonstrating a lack of planning and preparation (dispositions for student evaluation in the Teacher Education Program).
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects may take longer to review, so please expect feedback within two weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. **Checking the grade section of Blackboard is the best way to ensure that assignments have been submitted.**
- Any student product, such as an assignment or emailed assessment, will **NOT** receive credit. All assignments and student products must be uploaded to the designated area in Blackboard to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

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Instructor

The instructor of this course will:

- **Maintain** an active presence in the course both in class and in other venues of communication.
- **Make periodic comments** to help keep a discussion on track.
- **Facilitate course activities** that support and guide students through the course material and their endeavors, providing an effective learning experience.
- Whenever possible, the instructor will **respond to e-mails** by the following morning (M–F). If the email is sent on the weekend, note that the instructor may not respond until Monday.
- **Provide constructive feedback** (if requested) on all products and drafts within a week of their submission, but maybe sooner.
- **Correct assignments** in a timely manner.
- **Schedule individual meetings** to address concerns related to this course.

Student:

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and the instructor in preparation for a teaching career. Students' expectations are outlined below.

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Actively participate in discussions and activities.** This is required to complete this course successfully. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for teachers/teacher education candidates in any professional preparation course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done, adding to the quality of your learning.
- **Read all assigned readings and complete all activities as scheduled.** Both the student and instructor share the responsibility for your learning. It is the student's responsibility to be prepared to 'recall' information from course readings so that the instructor can apply concepts in the activities and discussions. Teacher/teacher candidates' preparation for class is not only important to meet the learning objectives for the course but, more importantly, for their use of professional concepts/content in their future instruction.
- **Online Posting:** Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research, or other pertinent course information. Sign all postings and *use appropriate citation and reference formatting* when referring to resources. **Reference to your readings is expected.** Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.

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- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address, which is designated as the university's official communication method. **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam, with an appropriate amount of time prior to the exam or assignment due date for the instructor to respond.** For example, an inquiry the evening before or the day of an assignment's due date would not be appropriate.
- **Adhere to the code of student conduct found in the MaSU Student Handbook:** Each student is responsible for reading the handbook and following the expectations set forth by the University. Citing and referencing others' work demonstrates an honest, trustworthy student. Violations of academic honesty include copying another student's assignment, having another person complete the work for you, using an author's ideas, or writing without properly giving that author credit, either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments.**
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers with research references must include a working bibliography in the most current APA format.
- **Disability Support Services.** Students with disabilities who believe they may need accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** This course highly values the ability to express one's thoughts clearly and well. Students are advised to have their work proofread by a reliable person or access the MaSU Writing Center for assistance with their writing.

Expectations/Protocol: Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates, and participate in all aspects of this course in a professional manner. Professional academic writing requires in-text citations and references in the most current APA edition format.

Assignments and Assessments

- **Articles and Other Required Readings:** Weekly course preparation and work with assignments require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text Required and other Assigned Readings:** Information from our text readings and other assigned readings are required for weekly course preparation and assignment work. Specific readings from our texts will be listed on Blackboard.
- **Assignments:** Students are expected to complete weekly course preparation and assignments. These will be listed on Blackboard with coordinating due dates.
- **Assessments:** This course may include completion of formative and summative assessments. If an assessment is required, the instructor will notify students and list the dates on Bb.

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Evaluation and Grading

Grading Policies

- For this course to count toward your program of study, you must receive an 80% or higher on your final grade. Students who receive a grade of less than 80% will be required to retake this course. **As stated in the Teacher Education Handbook, a grade of “C” or higher in this course is required for Teacher Education Program Completion.**
- Assignments are due by the due date and time indicated in Bb. One point per day will be deducted from assignments that do not meet the deadline. The drop boxes are removed from Blackboard 5 days after the due date. **Assignments will not be accepted after the drop boxes are removed.** Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time to keep up with the pace of the course.
- **Quizzes** cannot be taken after the original due date. Students who make arrangements beforehand have one week to make up a quiz or test. Skipped quizzes and tests cannot be made up.
- Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard on designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner’s responsibility to meet assignment deadline dates. This demonstrates the learner’s ability to acknowledge dispositions required for teacher candidates.
- If you do poorly on an assignment, contact the instructor within three days of it being graded. You might be able to use my feedback, correct your assignment, and resubmit it for full credit.
- Your disposition (professionalism, attendance, timeliness, etc.) is factored into your final grade.
- If Blackboard is having issues and you cannot submit an assignment, you should e-mail it to the instructor to show that you did, in fact, complete the assignment on time. Once Blackboard is “fixed,” you still need to submit your assignment via Blackboard.
- Assignments completed as in-class activities cannot be made up, as it is impossible to replicate information that was not experienced.
- The student may request an extension on an assignment if the student sets up a meeting with Dr. Cannon **before the assigned due date**. While a request can be made, the professor has the final decision on whether to allow or deny the extension.

Attendance/Participation Policies

Attendance is taken at the start of each class period for on-campus face-to-face students. If you will be absent, notify the instructor via email before class to make arrangements. You will be asked to contact a classmate to cover the material you missed due to your absence.

- **Absences** occur from time to time. If you must miss class, then you will need to take the following actions: 1) email Professor Cannon with the reason, 2) schedule a time with a classmate to cover the material missed during your absence, 3) be prepared to discuss the required class content missed in subsequent class meetings. A Starfish flag will be raised when you are absent.

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- **Tardies:** Occasionally, a student might arrive a few minutes late. However, **after the second late arrival**, the student will need to schedule a meeting with Professor Cannon to discuss the matter. If the tardiness exceeds 15 minutes, the student should plan to contact a classmate to obtain notes on the content missed for discussion. A Starfish flag will be raised when you are tardy.
- **Weather or an event causes the class to be canceled.** This may come from the NDUS system announcement, or you may get an announcement from Professor Cannon if only this class is canceled. Professor Cannon will post the responsibilities and assignments in Blackboard for the day, and it is expected that all students will log in and complete the assignment on the day of the cancellation.

Grading Scale

The final course grade is calculated using a weighted, total-points grading system.

100-94%=A 93-87%=B 86-80% = C 79-70% = D 69-0% = F

NOTE: A grade of “C” or higher in this course is required for Teacher Education Program Completion requirements as stated in the Teacher Education Handbook.

Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade. There may be changes to the activity or number of occurrences due to the pacing of the course or at the discretion of the instructor.

Activity	Description and Purpose	Points Possible
Enrollment Verification- Attendance in the First Class Session	An enrollment verification activity is required by the university to ensure a student is active within the course.	NA
Discussion Posts (10 pts. Each x 7) Week #1-3 DBs Week #3- 1 DB Week #5- 2 DB Week #6- 1 DB	Students will participate in discussion posts with responses on the topics listed below under the heading “Assignment Descriptions.” Purpose: To provide a collaborative and problem-solving space to share ideas, ask questions, engage in academic discourse, and encourage critical thinking and reflection. Multiple voices and viewpoints are represented. Discussion Boards allow for support of material researched and presented in class.	70
Weekly Assignments: Week #2: Big 5 +2 (10 points) Week #2: Article Outlines (5 points) Week #4: Tier 1 Assignment (10 points) Week #7: Assessment Observation (20 points)	Students will engage in weekly assignments to learn and apply teaching strategies. Purpose: To provide opportunities to increase intervention knowledge and	45

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Activity	Description and Purpose	Points Possible
	skillssets through research and application.	
Quizzes: Tier I, Tier III, Fisher Article, Assessing Reading Development (10 pts. Each x4) Week #1: Fisher Article Week #3: Assessing Reading Development Week #5: Tier II Quiz Week #6: Tier III Quiz	Students will be quizzed on foundational knowledge and understanding of each MTSS Tier. Includes description, assessments, and responsibilities of the teacher for each MTSS Tier. A fourth quiz covers information from an early literacy article: emergent literacy, phonics and early reading, fluency/accuracy, vocabulary instruction, comprehension, and writing. Purpose: Formatively assess student foundational knowledge of assessments and types of MTSS instruction as well as early literacy components.	40
Inquiry Research Writing Assignment- Assessment Systems	Students will complete a basic inquiry research writing assignment that highlights 3 widely used assessment systems: DIBELS, FastBridge, and AIMSWeb. Purpose: To become familiar with school assessment systems to assist with MTSS and identify high-risk students. Identify similarities and differences between the systems for sub-assessments and what it means to administer these with fidelity. Reflect on new understandings after completing the research.	20
Fluency/Accuracy Assessment	Practice and apply oral reading fluency CBMs and use the WCPM and Accuracy percentage to track progress. Purpose: Understand the importance of fluency and accuracy (through prosody) in reading development and how mastery of fluency increases comprehension of a text.	20
Video Observation and Analysis	View and analyze the following 4 videos that support instructional strategies in an RTI framework: Yolene and Blayne: Reading Comprehension; Explicit Vocabulary Instruction; Reading Instruction for	20

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Activity	Description and Purpose	Points Possible
	the 3- to 6-Year-Old Child; Linda Farrell: Mastering Reading Accuracy Purpose: To merge research with the ability to analyze the effectiveness of reading strategies in the areas of comprehension, vocabulary instruction, early literacy, and reading accuracy.	
Assessment Observation Assignment	Students will research vocabulary, comprehension, and dyslexia, documenting big ideas to support the connection between each and reading ability. Based on the websites provided, students will review the assessments studied and what each assessment measures. They will record insights gained, connections from theory to practice, and questions for further research.	20
EL Assignment	Research the needs of EL learners as a unique reading population. This includes WIDA EL Standards framework, sociocultural contexts, effective instructional strategies, and the Model Performance Indicator structure. Purpose: To provide effective instruction, support cross-cutting concepts, understand language proficiency, and master foundational reading skills for EL learners.	20
Phonics, Phonemic Awareness, and Word Analysis Mastery Exam	The exam covers the following concepts: helping children develop word analysis strategies, phonological and phonemic awareness, phonics (including onsets, rimes, consonant patterns, and vowel patterns), context, sight words, morphemic analysis, syllabication and structural analysis, dictionary and word analysis, and developmental spelling patterns. Purpose: This summative exam will show knowledge and mastery of the necessary skills related to the explicit instruction determined by the science of reading research to identify,	100

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Activity	Description and Purpose	Points Possible
	predict, and effectively teach reading and writing to all levels of learners.	
Final Project: Case Study- Lesson Plan, Video Demonstration, and Reflection	Students will evaluate a case study scenario with reading data. After analyzing the data, students will choose one of the essential pillars of reading instruction for their focus. Students will develop a direct, explicit, and intensive lesson for their case study student, including manipulative and technology activities. A reflection of the experience with references provides the opportunity to identify next steps for the teacher and the student. Purpose: To apply intervention and assessment strategies to meet the needs of a Tier 3 student.	75
Final Comprehensive Exam (10-point article for exam and 65-point exam)	This exam will summatively assess the knowledge of reading assessments and interventions learned throughout the course. Purpose: To evaluate mastery of reading interventions and assessment types and provide an opportunity for pre-service teachers to reflect on their growth of competencies for teaching struggling readers.	75
Total Points Possible		505

Assignment Descriptions

Weekly Discussion Forums and Responses (10 points each x 5 = 50 points)

Read and Respond: Complete weekly discussion forums with well-written and referenced entries.

Please reference the discussion forum requirements and rubric for scoring guidelines.

Topics Include:

1. Week #1 SoR Video Response- (phonology, orthography, reading and writing as reciprocal processes, Scarborough's Reading Rope, and how neuroscience has helped inform how we are able to process decoding and encoding).
2. Week #1 SoR Extension Research- in relation to phonological awareness, phonemic awareness, alphabetic principle, phonics, and morphemic analysis.
3. Week #1 Underlying Causes of Reading Difficulty- The connection between reading skills and student achievement, including the implications this has for the teacher in making instructional decisions. Identify common causes of reading difficulties, including dyslexia and other language-based reading problems.

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4. Week #3 Importance of Assessing Subskills- The importance of assessing subskills in the RTI framework and the data that will be collected and used to track student progress.
5. Week #5 Article Response- After reading the “Reading Moves: What Not to Do!” by Allington, students will connect their own experiences and reflect on reading instruction and assessment.
6. Week #5 Case Study- Case study scenario analysis of formative and summative assessment data to help inform reading and writing instruction.
7. Week #6 Problem-Solving Protocol- Research and discuss how the problem-solving protocol frames conducting assessments for high-risk students; Tier 3 assessments that support high-intensity instruction; the interface between Tier 3 and Special Education; analysis of complex data; and North Dakota MTSS.

Quizzes (10 points each x 4 = 40)

Students will complete weekly quizzes based on the assigned readings. Four quizzes cover the following content:

1. MTSS Tier 1- Description, assessments, and responsibilities
2. MTSS Tier 2- Description, assessments, and responsibilities
3. MTSS Tier 3- Description, assessments, and responsibilities
4. Learning About Literacy Article- Emergent Literacy, Phonics and Early Reading, Comprehension, Vocabulary Instruction, Fluency, and Writing

Inquiry Writing Assignment: Assessment Systems (20 points x 1 = 20 points)

This assignment allows teacher candidates to explore three separate assessment system programs: DIBELS, FastBridge, and AIMSweb. Research will assist pre-service teachers in gaining an understanding of the use of these assessment systems and the responsibilities of teachers in using them with fidelity. For this assignment, students will provide an overview of the Science of Reading body of research, identify and accurately describe the core areas of reading (Phonemic Awareness, Phonics, Fluency/Accuracy, Vocabulary, and Comprehension) and the connection to reading development of each; explore and study details of DIBELS, FASTbridge, and AIMSweb; identify and accurately explain types of sub-assessments for each of the three assessment systems, develop well-written summaries for training sessions/webinars for each of the three assessment systems, and develop a reflection on professional learning and growth from this research.

Video Teaching Observation Assignment (20 points x 1 = 20 points)

Students will view four teaching videos and analyze the teachers’ strategies, explaining whether the strategies were effective and, most importantly, why they were or were not effective. Students will associate the justifications of their answers to research rooted in SoR using paraphrased citations from their readings, texts, articles, blogs, videos, or other research. This assignment aims to connect theory to practice and demonstrate the ability to recognize and evaluate the effectiveness of instructional practices.

Oral Reading Fluency CBM Assessment (20 points x 1 = 20 points)

Students will use evidenced and scientifically based research for benchmarking and progress monitoring. They will practice one-minute timed oral reading fluency passages to determine areas of need for focused intervention. This assignment will have students correctly code a one-minute oral

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reading passage and calculate Words Correct per Minute/WCPM and percentage accuracy. Students will then use a four-quadrant sort and benchmark data to correctly place their students for tiered intervention.

Assessment Video Observation Analysis (20 points x 1 = 20 points)

Students will read five articles on vocabulary and comprehension, review the information on informal classroom-based assessment from Reading Rockets, and view six videos on informal classroom assessment. They will record their insights, connections to previously learned content, and any further questions they still have from their studies. Students are required to identify how assessments assist teachers in making instructional decisions for students across all three tiers of MTSS.

EL Assignment (20 points x 1 = 20 points)

Research the WIDA website and the following articles: Preparing English Learners for Complex Reading; What Standardized Tests Don't Tell You: The Information Only a Teacher Can Decipher and Promoting Vocabulary Learning for English Learners. After researching, students will answer:

- why the standards are referred to as development standards vs. proficiency standards,
- why the sociocultural context is an important addition to WIDA's features of academic language,
- how teachers use the structure of the MPI (Model Performance Indicator) and format of the strands to help their lesson planning,
- how direct and explicit instruction specifically supports EL learners,
- type of texts used by teachers to support EL student success and engagement,
- how to implement the Five Characteristics of Vocabulary Learning to support ELs.
- analyzing standardized scores for EL learners.

Phonics, Phonemic Awareness, and Word Analysis Mastery Exam (100 points x 1 = 100 points)

Knowledge of phonemic awareness, phonics, and word analysis is foundational for all teachers to know and understand when working with struggling readers, as frequent guidance and assessment are necessary. Identifying what students struggle with will only occur if you know what you expect your students to know about phonics, the rules of our language, and word analysis strategies. This exam is worth 100 points. Prior to this test, much of the material will have been reviewed in class. The exam covers the following concepts: helping children develop word analysis strategies, phonological and phonemic awareness, phonics (including onsets, rimes, consonant patterns, and vowel patterns), context, sight words, morphemic analysis, syllabication and structural analysis, dictionary and word analysis, and developmental spelling patterns.

Final Project: Case Study- Lesson Plan, Video Demonstration, and Reflection (75 points x 1 = 75 points)

This assignment will showcase your application of what you have learned about intervention and assessments in this course. For this assignment, you will receive a case study scenario (a student and a grade level). You will develop a lesson plan that includes 2 instructional activities that will provide interventions for the student highlighted in your assigned case study scenario. One intervention will use hands-on manipulatives, and the other will be an interactive technology activity (such as Active Board, Promethean, Smart Board, or PowerPoint). You will demonstrate your ability to teach the instructional activities you have created as you assume the role of the teacher and ask a willing volunteer to assume the role of the student.

Components for this assignment include:

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*Complete and upload a lesson plan. Complete the student profile section on the lesson plan and student profile objectives. You do not need to write the class objectives as this is specific to the case study student. Plan out your lesson based on the two interventions (manipulatives and interactive technology).

* Record your completed presentation based on your case study scenario and your lesson plan. Ensure you introduce your case study student at the beginning of your recorded teaching demonstration.

*Explain what type of *specific* assessment(s) you would do with the student prior to developing a teaching plan and *explain why and when* you would do the specific assessments chosen. For example, do not vaguely state that you'll assess comprehension. State specific assessments you will complete with the student and reasons why you would give those assessments. You will verbally present this in your teaching video prior to the teaching demonstration.

* Teach the activities you have created for the case study student. Your volunteer will play the role of the case-study student for demonstration purposes. You will actively assume the role of the teacher when interacting with your 'student' using explicit instruction techniques, video to be uploaded by the due date listed in Bb.

*More detailed information is included in Bb.

Final Comprehensive Exam (75 points x 1 = 75 points)

This comprehensive exam will cover the content outlined in this course. Students will complete two parts:

1. **10 points-** Read the article "Meeting First Year Challenges in Reading Instruction," and then complete the following:
 - a. Scenario: You are a colleague of Marco's, teaching 2nd grade at another school in the same school district. Compose a well-written email to *Marco* that provides him with four specific strategies that align with the science of reading research you are using in your classroom to support the district's requirements yet allow you to stay true to your studies on best practices in reading instruction.
 - b. Data Analysis: Based on student data provided, students will provide a written analysis of student scores and determine where on the 4-quadrant sort a student would be categorized. Additionally, students will list three specific interventions to support the struggling reader with direct and explicit instruction and explain what those strategies would do to help the student progress toward mastery of reading skills.
2. **65 points-** Comprehensive mastery exam.

Final Assessment:

Content in this course will be assessed with a final assessment entitled the Final Comprehensive Exam.

The Final Comprehensive Exam must be completed and submitted to receive credit for this course. This includes the 10-point response essay using the article, the 4-quadrant Sort, and completion of the comprehensive master exam.

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Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity that will validate student enrollment in this course. **Class attendance** will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course. However, in the event of a cancelled class or an unplanned instructor conflict, the course will use an asynchronous proctoring solution called YuJa Verity Proctoring.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Starfish Early Alert and Connect System

This class will participate in [Starfish](#), which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I will send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me, acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success, will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish. Please see the Starfish webpage for additional details.

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Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but they are still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

Note: This is a tentative outline of topics, readings, and assignments. The instructor reserves the right to make changes as necessary to match the pace of the course or other unforeseen circumstances.

Week	Class Dates	Topic(s)	Readings/Viewings/Websites	Assignment(s) Due
1	8/28	- Welcome Information - Phonics and Word Recognition - Phonemic/Phonological Awareness - Assessment Systems - Phoneme Blending, Segmentation, and Deletion	Syllabus Discussion Text: Chapter 1 "Intro to Intensive Reading Interventions" 1-11 and Chapter 2 "Intensive Interventions to Support Phonological and Phonemic Awareness" 12-34 Article: Fisher- "Learning About Literacy: From Theories to Trends" (located in the module) Blogs: Phonological Awareness vs Phonemic Awareness and Tips for Teaching Phonemic Awareness Video: Science of Reading Video-What Teachers Need to Know	Enrollment Verification Activity: Attendance at First Class Meeting Discussion Board: SoR Extension Activity- SoR Video Response Due 9/01 by 11:59 P.M. Assignment 1: Assessment Systems Inquiry Research paper. Due 9/10 by 11:59 P.M.
2	9/04	- Dyslexia and Other Language-Based Reading Problems Review - Phonics and Word Recognition - Phonemic/Phonological Awareness - Assessment Systems - Phoneme Blending, Segmentation, and Deletion (Continued from Week #1)	Text: Chapter 3, "Intensive Interventions to Support Phonics and Word Recognition," pages 35-57. Article: Roskos and Neuman- Best Practices in Reading: A 21st Century Skill Update Article: Murray- Tell Me About Fred's Fat Foot Again: 4 Tips for Successful PA Lessons Video: Phonological Awareness Assessment Teacher/Student Video: Phonemic Awareness and Phonological Awareness Video: What is the Science of Reading? Website: Reading Rockets Why Some Children Have Difficulties Learning to Read Common Types of Reading Problems and How to Help Children Who Have Them	Discussion Board: Underlying Causes of Reading Difficulties. Due 9/10 by 11:59 P.M. Assignment 1: Assessment Systems Inquiry Research paper. Due 9/10 by 11:59 P.M.
3	9/11	- Vowels and Syllabication 6 Vowel Types - Fluency Interventions - Tiering Students For Intervention Placement (MTSS/RTI)	Text: Chapter 4 "Intensive Interventions to Support Fluency" 58-75 Article: Mahiri & Maniates- "The Tough Part: Getting First Graders Engaged in Reading" Article: Fisher & Frey- "Three conditions English Learners Need to Thrive" Blog: Reading Rockets- "Why Some Kids Struggle" Blog: Campbell- "What the National Reading Panel Says About Phonics" PowerPoint: Vowel Sounds and Syllabication	Discussion Board: Importance of Assessing Subskills 9/17 Assignment: Assessing Reading Development Quiz. Due 9/17 by 11:59 P.M. Assignment: Week #3 Video Teacher Observation Analysis Assignment. Due 9/17 by 11:59 P.M.
4	9/18	Oral Language Interventions		Assignment 1: Study for Phonics, PA, and Word Analysis Exam

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		- Vocabulary - Fluency and Vocabulary Assessments - Benchmarks and Cut Scores - Progress Monitoring	Text: Chapter 5 "Intensive Interventions to Support Oral Language" 76-96 Text: Assessments in Tier 1 Article: Using the RTI Model to Develop Rdg. Fluency in Grade 2 Students Video: DIBELS Assess. Overview Video: DIBELS Nonsense Word Fluency Video: DIBELS First (Initial) Sound Fluency (FSF or ISF) Video: DIBELS Phoneme Segmentation Fluency Resource Folder: RTI and MTSS Information and Resources Handout: Coding for ORF Assessments Assessments: CORE Vocabulary Screener; CORE MASI-R Oral Reading Fluency; DIBELS Fluency ORF (also LNF and NWF) Blog: Reading Rockets- "Basics: Fluency" PowerPoint: DIBELS Grades 3-5 Assessment System Information	Assignment 2: Tier 1 Assignment. Due 9/24 by 11:59 P.M. Assignment 3: Complete a YUJA Verity Proctoring Test Run so you are sure it is working before you take the exam next week. (This is a 'just in case.')
5	9/25	- Oral Reading Fluency and Accuracy - Language and Reading Comprehension - Phonics, Phonemic Awareness, and Word Analysis Mastery of Concepts and Application Exam	Text: Chapter 6 "Intensive Interventions to Support Language and Reading Comprehension" 97-124 Text: Assessments in Tier 2 Assessments: CORE Maze and DIBELS Maze Assessments	Discussion Board: Case Study Scenario. Due 10/01 by 11:59 P.M. Assignment 1: Phonics, PA, and Word Analysis Exam- 10/01 by 11:59 P.M. Assignment 2: Oral Reading Fluency Assessment. Due 10/01 by 11:59 P.M.
6	10/02	- Writing to Read Interventions - Tier 3 - Problem-Solving Protocol and Frameworks for Intervention - Writing Samples as Assessments	Text: Chapter 7 "Intensive Interventions to Support Writing to Read" 125-148 Text: Assessments in Tier 3 Website: NDMTSS Playbook	Activity 1: Tier 3 Quiz. Due 10/08 by 11:59 P.M. Discussion Board: Problem-Solving Protocol. Due 10/08 by 11:59 P.M. Assignment 1: Phonics, PA, and Word Analysis Attempt #2 for those not achieving mastery. Due 10/08
7	10/09	- Assessments in Tier 3 (RTI) - Multi-Component Reading Interventions - EL Interventions - Final Comprehensive Exam Q & A/ Information - Case Studies- Application for Final Project	Text: Chapter 8 "Multi-Component Reading Interventions" 149-164 Use the Library/Odin to access: Article: Seravallo- What Standardized Tests Don't Tell You: Information Only a Teacher Can Decipher Article: Silva, Dellman, & Phesia- Preparing ELLs for Complex Reading Article: Rubin- Organizing and Evaluating Results from Multiple Reading Assessments Article: Johnston- "What Reading Teachers Need to Know" Article: Wessels- "Promoting Vocabulary Learning for ELLs" Website: Reading Rockets- "Types of Informal Classroom Based Assessment"	Assignment 1: Assessment Observation Assignment. Due 10/15 by 11:59 P.M. Assignment 2: EL Assignment. Due 10/15 by 11:59 P.M. Assignment 3: Final Project Case Study. Due 10/17 by 11:59 P.M (1½ weeks to complete)
8	10/16	- Final Week of Class - Wrap Up: EL Assignment - Final Exam Essay Responses	Article: Silva, Dellman, & Phesia- Preparing ELLs for Complex Reading Article: Wessels- "Promoting Vocabulary Learning for ELLs" Website: WIDA Website Website: WIDA Standards	Assignment 1: EL Assignment (Due 10/17 by 11:59 P.M.) Assignment 2: Final Exam Essay (Due prior to taking the final Exam 10/15 by 11:59 P.M.) Assignment 3: Final Comprehensive Exam Due 10/16 in Class)

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	- Final Comprehensive Exam - Submit Final Case Study Project	Website: WIDA Can-Do Descriptors (This will take you to a search that will allow you to differentiate between grade levels.) Video: WIDA Can-Do Philosophy	Assignment 3: Final Case Study Project-Lesson Plan; Video Demonstration; and Reflection. Due 10/17 by 11:59 P.M.
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