George Mason University
College of Education and Human Development
Special Education

EDSE 403/503
Language Development and Reading
Fall 2009

Section #:   002
Time: 7:20 – 10:00 p.m. Thursdays
Location: Innovation Hall 333

Instructor: Sheri Berkeley, Ph.D.
Email: sberkele@gmu.edu (best contact)
Phone: 703-993-3670
Office Hours: Mondays 2:00-3:00 or by appointment
                    Krugg Hall 110A (Inside Kellar)

Course Description
Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. ***Note: School-based field experience required.***

Prerequisites*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

> *Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Student Outcomes
This course is designed to enable students to:
- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning disabilities, emotional disturbance, and mild mental retardation.

Course's Relationship to Program Goals and Professional Organization
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
The CEC standards that will be addressed in this class include some of the following:

CEC Standard 4 - Instructional Strategies
Skills:
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language (refer to box for a complete description of this CEC Standard)
Knowledge:
- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.
Skills:
- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Required Texts and Other Readings
George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. ***customized text -- available this link ONLY -- http://store.pearsoned.com//georgemason ISBN: 0536379505
Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read.* Washington, DC: National Institute of Child Health and Human Development. http://www.nifl.gov/partnershipforreading/publications/k-3.html

Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle and high school literacy. Carnegie Cooperation of New York. http://www.all4ed.org/publications/ReadingNext/

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [5th edition ok]

Other readings relevant to special education applications assigned by instructor.

Class Companion Websites
A version of the Jennings Informal Inventory (IRI) is at this web site: www.ablongman.com/jennings5e as Appendix C. You will need to use an IRI to complete your case study assignment.

<u>Required</u> Access to Course Blackboard Site
Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. http://courses.gmu.edu Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

Graduate School of Education Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
- Students are expected to demonstrate professional behavior and dispositions. See www.gse.gmu.edu for a listing of these professional dispositions.
- Students must follow the guidelines of the University Honor Code. See http://academicintegrity.gmu.edu/honorcode for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on *Responsible Use of Computing Policy* at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Other Course Expectations
1. <u>Professional Behavior:</u> For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. <u>Promptness:</u> All assignments must be submitted *<u>on or before</u>* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

3. <u>Written Products:</u> All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (5th or 6th editions are acceptable). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

4. *Placement for this Field Experience/Case Study*: <u>IF you have difficulty</u> finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access http://cehd.gmu.edu/endorse/ferf to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed.

5. <u>Signature Assignment:</u> For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

> *<u>Note</u>*: **Every** student registered for any EDSE course as of the Fall 2007 semester is **required** to submit signature assignments to TaskStream (regardless of whether a course is an elective, a "one time" course, or part of an undergraduate minor). TaskStream information is available at [http://gse.gmu.edu/programs/sped/.](http://gse.gmu.edu/programs/sped/) Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.*

ASSIGNMENT DESCRIPTIONS

1. Self-paced Completion of Fox Text (10 points)

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

Section	Points	Due Date
Pretest	1 point	9/3
Parts I & II	3 points	10/1
Part III & IV	3 points	11/5
Parts V, VI & VII	3 points	12/3

Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.

2. Case Analysis and Strategy Research *(15 points)*
The Case Analysis and Strategy Research Assignment is designed to help you prepare for the implementation phase (PART II of the case study) of your final project. You will research a teaching strategy in the area of reading to address a specific student need and present the findings with your assigned group. Specific guidelines for the assignment and grading rubric will be provided by the instructor. The project should be submitted by 7:20 pm on the due date.

3. *Reading Case Study: (40 points)*
The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment. Specific guidelines for the assignment will be provided by the instructor. This project will be completed in 2 parts and should be submitted by 7:20 pm on the respective due dates. This assignment is the signature assignment for the course and will be evaluated using the following rubric:

Part I

Student Background ▪ Demographic and Background Information Significant to Reading and Language Development 　▪ Also includes: Home and school information, physical and language development, emotional/behavioral development, family, social and cultural information	/1
Oral Language Development • Consider all elements of language in both expressive and receptive language	/2
Reading Development ▪ Administer an informal reading inventory (may download from www.ablongman.com/jennings5e.) If your subject is in the emerging literacy stage, use information from class lectures and chapter 7 of the Jennings text to design and administer assessments 　▪ Score, summarize, **and analyze** the results ▪ Give other assessments, such as phonemic awareness or nonsense words, if needed ▪ *Protocols must be included*	/10
Written Language ▪ Give and analyze a spelling assessment ▪ Collect and analyze student's composition ▪ *Assessments and/or work samples must be included*	/2
Summary • Statement of *overall* Strengths and Needs of Student 　• Based upon background information and assessments (including relevant student behavior)	/1
Recommendations ▪ Recommend plan for literacy instruction (grade appropriate and/or any areas needing intervention) ▪ Suggest an intervention you would like to implement with your subject	/3

Style ▪ Uses APA Format; professionally written	/1
Total	**/20**

Part II

Description of intervention • Clear and replicable: step by step description of intervention • Based upon at least two peer reviewed journal articles (cited) • Description of student's response to intervention	/10
Graph of Baseline and Intervention Data • At least three baseline probes • At least five intervention probes • Phase line separates baseline and intervention phase	/4
Reflection and recommendations • What went well and what didn't? • Hypothesize on reasons • Instructional recommendations based on student performance	/5
Writing Style • Professionally writer (APA format) • APA format	/1
TOTAL	**/20**

4. Website Review (10 points)
You will choose a website with information on disabilities to review. For each website, you will judge how well important special education topics related to reading instruction are addressed. You will compile this information into a brochure and give an informal demonstration of your chosen website to the class. *Specific directions and a rubric for this assignment will be provided by the instructor.*

5. Regular Attendance & Participation (10 points)
Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Because participation as described above is evidence of professional behavior, points will be deducted for missed activities in the following manner:
1 missed activity = 1 point deduction (1% total)
2 missed activities = 4 point deduction (5% total)
3 missed activities = 5 point deduction (10% total and/or F for the course)

6. Final Exams (15 points)

The final exam may include multiple-choice and application items and short-essay question that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester.

GRADING

1.	Self-paced Completion of Fox Text	10 points
2.	Case Analysis and Strategy Research	15 points
3.	Final Project: Case Study	40 points
4.	Website Review	10 points
5.	Participation, Quizzes and Activities During Class	10 points
6.	Final Exam	15 points
TOTAL		**100 POINTS**

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance-Based Summative Evaluation	**Points Earned/Total Points**
1. Self paced completion of Fox text	/10
2. Case Analysis and Strategy Research	/15
3. Final Project: Case Study Part I	/20
4. Final Project: Case Study Part II	/20
5. Website Review	/10
6. Participation, Quizzes and In-class Activities	/10
7. Final Exam	/15
Total # of points earned	**/100**

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Grading Scale:
A = 90-100%
B = 80-89%
C = 70-79%
F = 69% and below

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Due Dates
9/3	• Course overview	Reading First & Reading Next
9/10	• Language Development	Custom text: Chapters 1 & 2
9/17	• Language & Literacy in the School Years	Custom text: Chapters 3 & 4
9/24	• Explicit Reading Instruction and Early Literacy	Custom text: Chapters 5 & 6
10/1	• Informal Assessment	Custom text: Chapter 9 **DUE: Fox Parts I & II**

10/8	• Advanced Word Reading & Fluency	Custom text: Chapters 7 & 8 **DUE: Case Study: Part I (draft)**
10/15	**ONLINE CLASS**: IRIS Assessment Module	
10/22	**Case Analysis & Strategy Research PRESENTATIONS**	**DUE: Case Study: Part I**
10/29	• Vocabulary & Comprehension	Custom text: Chapters 10 & 11
11/5	• Writing Instruction	Custom text: Chapter 12 **DUE: Fox Parts III & IV**
11/12	• Literacy & Diversity	Custom text: Chapter 13
11/19	**ONLINE CLASS**: Website Review	
11/26	**NO CLASS:** Thanksgiving Break	
12/3	**Website Review PRESENTATIONS**	**DUE: Fox Parts V, VI, & VII**
12/10	• **Case Study PRESENTATIONS** • Final Exam Review • Course Evaluations	
12/17	• **Final Exam**	

NOTE: This syllabus may change according to class needs.