

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**PROGRAM – SPECIAL EDUCATION**  
**EDSE 503: 001**

**Language Development and Reading (3 credits)**

Semester and Year: Spring 2011

Course day/time: Tuesdays, 7:20 – 10:00

January 25 - May 17

Course location: Fairfax , A-133

**Instructor:**

Laura Porter, Ed. D.

Office phone: 202-285-4362

Office hours: By appointment and before class.

E-mail: [lporter4@gmu.edu](mailto:lporter4@gmu.edu)

**Course Sessions:**

January 25

February 1, 8, 15, 22, 29

March 1, 8, 22, 29

April 5, 12, 19, 26

May 3, 10, 17

Spring Break: March 14-18

**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](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

**Nature of Course Delivery**

Each session will include a combination of lecture, cooperative learning groups, and work groups devoted to answering questions obtained during the administration of components for the Case Study assignment.

**Student Competencies**

This course is designed to enable students to:

- 1) Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- 2) Compare and contrast the stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities).
- 3) Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- 4) Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- 5) Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- 6) Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- 7) Describe evidence-best practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

### **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** 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**

*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**

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.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author

**Other Readings**

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/files/ReadingNext.pdf>

*Preventing Reading Difficulties in Young Children*. December, 1998.

<http://www.nap.edu/books/030906418X/html/index.html>

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* <http://dibels.uoregon.edu/>

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers.

[www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf)

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24.

[http://www.aft.org/pubs-reports/american\\_educator/issues/winter05-06/Moats.pdf](http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.pdf)

Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.

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](http://www.ablongman.com/jennings5e) as Appendix C. You will need to use an IRI to complete your case study assignment.

**Required 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.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Other information:

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior, 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. **Promptness:** All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, points will be deducted each day from your grade for late assignments.**
3. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6<sup>th</sup> edition). 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:** IF you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark [lclarkg@gmu.edu](mailto: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. **Note:** you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.
5. **Signature Assignment:** 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.

\***Note:** **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/>. 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. The instructor will review your text for credit at each class session. Keep on pace according to the syllabus in order to adequately be prepared for the final exam.

<b>Self-Paced Fox Text Schedule</b>				
Session 2: Feb. 1 Pretest  1 Point	Session 3: Feb. 8 Part I  1 Point	Session 4: Feb. 15 Part II , Sections: 2, 3, 4, 5, & 6  1 Point	Session 5: Feb. 22 Part II, Sections: 7, 8, 9, 10, & 11  1 Point	Session 6: Mar. 1 Part III, Sections: 12, 13, 14, 15, &16  1 Point
Session 7: Mar. 8 Part III, Sections: 17, 18, 19, &20  1 Point	Session 8: Mar. 22 Part IV  1 Point	Session 9: Mar. 29 Part V  1 Point	Session 10: April 5 Part VI  1 Point	Session 11 April 12 Part VII  1 Point

2. Mid-Term Exam – 3 points, Session 7, March 8th

3. Group Project (14 points, Due: Session 9, March 29<sup>th</sup>)

The Group Project Assignment is designed to help you prepare for the implementation phase (PART II of the case study) of your final project. You will be researching a teaching strategy in the area of reading to address a specific student need and present the findings with your assigned group.

<b>Group Presentation Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Definition <ul style="list-style-type: none"> <li>• Accurate description of the strategy and/or resource you chose</li> <li>• Domain (Phonemic awareness, phonics, fluency, vocabulary, comprehension) is accurately described</li> </ul>	/2	
Research-base <ul style="list-style-type: none"> <li>• Incorporation of evidence-based practice(s) to support instruction in your selected area of reading is described.</li> <li>• Educational literature/research base specific to your strategy/resource is provided</li> </ul>	/2	
Content <ul style="list-style-type: none"> <li>• The information presented is given practical relevance for classroom teachers.</li> </ul>	/2	

Activity <ul style="list-style-type: none"> <li>• Presentation includes at least one activity which is interactive with the group either to stimulate conversations about the topic and/or to reinforce learning of this topic.</li> </ul>	/2	
Handout <ul style="list-style-type: none"> <li>• At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies</li> </ul>	/2	
Presentation <ul style="list-style-type: none"> <li>• Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.</li> <li>• Visual support is easy to read and understand from all areas of the classroom.</li> <li>• Presentation is clear, accurate and no longer than 20 minutes.</li> </ul>	/2	
Collaborative Efforts <ul style="list-style-type: none"> <li>• All areas of the presentation are cohesive and not disjointed from each other</li> <li>• Everyone has a clear and important role for the presentation</li> </ul>	/2	
<b>TOTAL</b>	<b>/14</b>	

#### 4. 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.

#### Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

1 meeting: observe a reading class; collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.)

NOTE: A copy of the student's IEP is **NOT** required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.

2 - 3 meetings: conduct the Informal Reading Inventory (IRI) – frustrational/independent levels

1 - 2 meetings: collect information using additional skills assessments you have selected

This project will be completed in 2 parts and should be submitted by 4:30 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 – 20 points, Due Session 8, March 22nd**

<p><b>Student Background</b></p> <ul style="list-style-type: none"> <li>▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>.             <ul style="list-style-type: none"> <li>▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in a student in your own classroom, it would be appropriate for you to access the student’s school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).</li> </ul> </li> </ul>	/2
<p><b>Oral Language Development</b></p> <ul style="list-style-type: none"> <li>• Consider how the student’s expressive and receptive language (both oral and written) may be impacting the student’s performance in reading and/or writing (including spelling).             <ul style="list-style-type: none"> <li>▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.</li> </ul> </li> </ul>	/2
<p><b>Reading and Writing Development</b></p> <ul style="list-style-type: none"> <li>▪ Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments:             <ul style="list-style-type: none"> <li>▪ an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>▪ a spelling assessment (DSA to be provided in class),</li> <li>▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment).                 <ul style="list-style-type: none"> <li>○ For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.</li> </ul> </li> </ul> </li> <li>▪ <b>Analyze</b> the results and <b>present the findings</b> in an educational report that:             <ul style="list-style-type: none"> <li>▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment</li> <li>▪ Presents the results of each assessment including:                 <ul style="list-style-type: none"> <li>○ a reporting of the results for each assessment (a table is often helpful here),</li> <li>○ an indication of whether this area of reading/writing is an area of concern; and</li> <li>○ a narrative error analysis of student strengths and weaknesses on the assessment given</li> </ul> </li> </ul> </li> <li>▪ <u>All completed assessment protocols must be attached to the final report</u></li> </ul> <p><b><i>503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</i></b></p>	/10
<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Statement of <i>overall</i> strengths and needs of student             <ul style="list-style-type: none"> <li>• This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul> </li> </ul>	/1
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments             <ul style="list-style-type: none"> <li>○ Classroom recommendations should be evidence-based and grade/age appropriate</li> </ul> </li> </ul>	/3

<ul style="list-style-type: none"> <li>○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)</li> <li>▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider</li> <li>▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul> <p><b><i>503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</i></b></p>	
<p><b>Style</b></p> <ul style="list-style-type: none"> <li>▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</li> <li>▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>	/2
<b>Total</b>	<b>/20</b>

**Case Study Part II: Plan for an Intervention, Instruction, and Plan to Monitor Progress**  
**Due: 20 points, Session 11, April 12th**

<p><b>Description of Selected Intervention</b></p> <ul style="list-style-type: none"> <li>• Clear and replicable: step by step description of intervention</li> <li>• Based upon at least 1 reliable source for research based practices</li> </ul> <p><b><i>503 Requirement: To earn full points, 503 students must base their interventions on multiple sources of research based practices.</i></b></p>	/4
<p><b>Instructional Plan</b></p> <ul style="list-style-type: none"> <li>• Create a measurable IEP goal based on student performance on Part I</li> <li>• Write an instructional objective for the intervention you chose</li> <li>• Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials)</li> <li>• Describe how you will introduce the lesson (or series of lessons)</li> <li>• Describe your instruction (include modeling, guided practice, independent practice, assessments)</li> <li>• Identify any instructional adaptations</li> </ul>	/10
<p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>• Locating/develop a progress monitoring measure,</li> <li>• Determining how often you will assess the student, and</li> <li>• Determine how you will make educational decisions based on student progress</li> </ul>	/5
<p><b>Writing Style</b></p> <ul style="list-style-type: none"> <li>• Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>	/1
<b>TOTAL</b>	<b>/20</b>

5. Regular Attendance & Participation (16 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. Students should speak individually with the instructor about how this affects their total points earned for the course.

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in weekly class assignments, and
- c. participating in class discussions/activities throughout the semester
- d. thoughtfully contributing to class discussions
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class Powerpoints/materials, specifically.

**\* EDSE 503 Students:**

***In schools, master teachers are often expected to take on increasing professional responsibilities that require leadership ability such as: joint lesson planning with other professionals, serving or chairing pre-referral and special education eligibility committees, providing professional development or turn around training to other teachers, and even serving as team leader for instructional planning. Therefore, in addition to regular attendance & participation, graduate students enrolled in EDSE 503 are also required to demonstrate emerging leadership skills. These skills can be demonstrated through active leadership in group activities and presentations throughout the course.***

5. Completion of Checklist (2 points, Due: Session 13, April 26th)

Each student will receive a checklist of items that are required to complete for the Case Study/Taskstream assignment. Throughout the course, the instructor will meet with each student to review and discuss the required items. The completed checklist is due: April 26th.

6. Fox Quiz (3 points, Due: Session 15, May 10th)

7. Final Exam (12 points, Due: Session 16, May 17th)

The final exam will include multiple-choice application items and short-essay questions that cover content from the Virginia Reading Assessment (VRA).

**GRADING**

1. Self-paced Completion of Fox Text	10 points
2. Mid-Term	3 points
3. Group Project	14 points
4. Final Project: Case Study – Part I	20 points
5. Final Project: Case Study – Part II	20 points
6. Participation, Quizzes and In-Class Activities	16 points
7. Checklist Completion	2 points
8. Fox Quiz	3 points
9. Final Exam	12 points
<b>TOTAL</b>	<b>100 POINTS</b>

<b>Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations</b>	
<b>Title of Performance-Based Summative Evaluation</b>	<b>Points Earned/Total Points</b>
1. Self paced completion of Fox text	/10
2. Mid-term	/3
3. Group Strategy Instruction Project	/14
4. Final Project: Case Study Part I	/20
5. Final Project: Case Study Part II	/20
6. Participation and In-class Activities	/16
7. Checklist Completion	/2
8. Fox Quiz	/3
9. Final Exam	/12
<b>Total # of points earned</b>	<b>100</b>

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:**

<i>A+ 98-100 points</i>	<i>B+ 86-89 points</i>
<i>A 94 – 97 points</i>	<i>B 82 – 85 points</i>
<i>A- 90 – 93 points</i>	<i>B- 79 – 81 points</i>
<i>C 78 points and below</i>	

This course will incorporate the evidence-based practices (EBPs) relevant to *the five essential elements of reading (i.e. NRP, 2000), language development, and informal literacy assessments*. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### Resources for Evidence-Based Practices Emphasized in EDSE 503

- Report of the National Reading Panel: *Teaching Children to Read* (2000). (*phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension*)  
<http://www.nationalreadingpanel.org/Publications/publications.htm>  
[www.k8accesscenter.org](http://www.k8accesscenter.org) The Access Center. (*Reading Comprehension, fluency, mnemonics*)  
<http://www.teachingld.org> LD Resources. Current Practice Alerts. Alert #2, 8, 10, 12, 14, 15  
<http://www.iris.peabody.vanderbilt.edu> Resources. Reading, Literacy, Language Arts.  
<http://www.iris.peabody.vanderbilt.edu> Resources. RTI.  
<http://www.iris.peabody.vanderbilt.edu> Resources. Assessment.  
<http://www.iris.peabody.vanderbilt.edu> Resources. Content Instruction.  
<http://www.iris.peabody.vanderbilt.edu> Resources. Differentiated Instruction. InfoBriefs.  
<http://www.rti4success.org> (National Center on Response to Intervention) CBM modules  
<http://www.studentprogress.org> (National Center on Student Progress Monitoring)  
 Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)  
 Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy.<http://www.all4ed.org/files/ReadingNext.pdf>  
 (*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)  
 Bursuck, W. D., & Damer, M. (2007). \*Core Text (*direct instruction/systematic/explicit instruction*)  
 Chard, D., Vaughn, S., & Tyler, B (2002). (*reading fluency*)  
 Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)  
 Deno, S. (2003). (*progress monitoring*)  
 Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)  
 Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*reading comprehension instruction*)  
 Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (*direct instruction/systematic/explicit instruction*)  
 Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)  
 Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)  
 Nilsson, N. L. (2008). (*Informal Reading Inventory*)  
 Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)  
 Scruggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction [www.teachingld.org](http://www.teachingld.org)  
 Spencer, V. G. (2006). (*peer tutoring*)  
 Stanford, P., & Siders, J. A. (2000). (*miscue analysis*)

Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements*)

Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007). (*progress monitoring*)

## CLASS TOPICS &amp; DUE DATES

Date	Class Topic & Reading Assignments	Readings Due for this Class	Assignments Due for this Class
1/25 Session 1	<ul style="list-style-type: none"> <li>Course overview: Describe Syllabus Content</li> <li>A Historical Perspective: Describe the 2 distinct approaches to reading instruction</li> <li>Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading*: Describe the 5 Domains of Reading</li> </ul>	<ul style="list-style-type: none"> <li><u>Put Reading First</u> (URL on page 4. See tabs: <i>Childhood and Birth to Childhood</i>) ; Look at <u>Overview</u></li> <li><u>Reading Next</u> (URL on page 4)</li> </ul>	
2/1 Session 2	<ul style="list-style-type: none"> <li>Informal Assessments</li> <li>Informal Reading Inventory (IRI)*</li> <li>Running Records; Miscue Analysis* Understand the Process of administering an IRI</li> <li>Gathering Background Information Describe methods to gain background Information for your case study student</li> </ul>	<p>Custom text: Chapter 9 (Jennings, et al, Informal Assessment Procedures)</p> <p>Custom text: Chapter 4 ( Jennings, et al, Obtaining Background Information)</p> <p>Download complete IRI: <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a></p>	<p><b>Bring a copy of the IRI</b> <b>Fox Text: Pretest Due</b></p> <ul style="list-style-type: none"> <li>Find a student for your case study assignment</li> <li>Determine area of interest for group project</li> </ul>
2/8 Session 3	<ul style="list-style-type: none"> <li>Language Development</li> <li>Rules, Forms, and Functions of Language (relevant vocabulary)</li> <li>Progress Monitoring/charting/CBA* simulation with new vocabulary</li> </ul>	<p>Custom text: Chapters 1 (Kuder, S.J., Elements of Language)</p> <p>Custom text: Chapter 2 (Kuder, S.J., Language Development);</p>	<p><b>Fox Text – Part I Due</b></p> <ul style="list-style-type: none"> <li>Meet your student</li> <li>Obtain background information</li> <li>Begin administering the IRI</li> <li>Form groups</li> </ul>

Date	Class Topic & Reading Assignments	Readings Due for this Class	Assignments Due for this Class
2/15  Session 4	<ul style="list-style-type: none"> <li>• Nature and Organization of English orthography</li> <li>• Spelling Assessment (Developmental Spelling Assessment – DSA)</li> <li>• Developmental Spelling Instruction Understand the process of administering the DSA</li> </ul>	Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may	<b>Fox Text: Part II, Sect. 2, 3, 4, 5, &amp; 6</b> Continue to: <ul style="list-style-type: none"> <li>• Meet your student</li> <li>• Obtain background information</li> <li>• Begin administering the IRI</li> <li>• Work on Group presentation</li> </ul>
2/22  Session 5	<ul style="list-style-type: none"> <li>• Language &amp; Literacy in the School Years</li> <li>• Explicit Reading Instruction and Early Literacy</li> </ul>	Custom text: Chapter 3 (Kuder, S.J. , Language and Literacy in the School Years)  Chapter 6 (Jennings et al, Early Literacy)	<b>Fox: Part II, Sect. 7, 8, 9, 10, &amp; 11</b> Continue to: <ul style="list-style-type: none"> <li>• Meet your student</li> <li>• Obtain background information</li> <li>• Administer the IRI</li> </ul> Also: Begin administering the DSA <ul style="list-style-type: none"> <li>• Conduct additional/final assessments/probes to drive identified instructional decisions</li> <li>• Work on Group presentation</li> </ul>
3/1  Session 6	<ul style="list-style-type: none"> <li>• Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes demonstrated)*</li> <li>• </li> <li>• Advanced Word Reading; Phonics Instruction* (phoneme-grapheme correspondence; word analysis)*</li> </ul>	Custom text: Chapter 7 (Bursuck & Danner, Advanced Word-Reading)	<b>Fox: Part III, Sect. 12, 13, 14, 15, &amp; 16</b> Continue to: <ul style="list-style-type: none"> <li>• Obtain background information</li> <li>• Administer the IRI</li> <li>• Administer the DSA</li> <li>• Conduct additional/final assessments/probes to drive identified instructional decisions</li> </ul> <ul style="list-style-type: none"> <li>• Work on Group presentation</li> </ul>



Date	Class Topic & Reading Assignments	Readings Due for this Class	Assignments Due for this Class
3/8  Session 7	<ul style="list-style-type: none"> <li>• <b>MIDTERM</b></li> <li>• Selecting/evaluating text for diverse learners; readability</li> <li>• Systematic/Explicit Instruction* (I do, we do, you do)</li> </ul>	Custom text: Chapters 5 (Bursuck & Damer, An Introduction to Systematic, Explicit Reading Instruction)	<b>Fox: Part III, Sect. 17, 18, 19, &amp; 20</b> Continue to: <ul style="list-style-type: none"> <li>• Obtain background information</li> <li>• Administer the IRI</li> <li>• Administer the DSA</li> <li>• Conduct additional/final assessments/probes to drive identified instructional decisions</li> </ul> <ul style="list-style-type: none"> <li>• Work on Group presentation</li> </ul>
3/14- 3/18	<b>MASON SPRING BREAK</b>		
3/22  Session 8	<ul style="list-style-type: none"> <li>• Fluency Instruction* (progress monitoring*)</li> </ul>	Custom text: Chapter 8 (Bursuck & Damer, Reading Fluency)	<b>DUE TODAY:</b> <b>Fox Text: Part IV</b> <b>Case Study: Part I</b> Next week: Group Presentation Begin work on Part II
3/29  Session 9	<b>Strategy Research PRESENTATIONS</b> <ul style="list-style-type: none"> <li>• Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts)</li> </ul>	Custom text: Chapter 10 (Bursuck & Damer, Vocabulary Instruction)	<b>DUE TODAY:</b> <b>Fox Text: Part V</b> <b>Group Presentations</b> <ul style="list-style-type: none"> <li>• Make edits to Part I</li> <li>• Work on Part II</li> </ul>
4/5  Session 10	<ul style="list-style-type: none"> <li>• Comprehension Instruction* (graphic organizers*, questioning strategies*, self monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*)</li> </ul>	Custom text: Chapter 11 (Bursuck & Damer; Comprehension)	<b>Fox Text: Part VI</b>  Continue to: <ul style="list-style-type: none"> <li>• Make edits to Part I</li> <li>• Work on Part II</li> </ul>

4/12 Session 11	<ul style="list-style-type: none"> <li>• Writing Instruction</li> <li>• GROUP Share about project developments (bring any drafts for peer feedback)</li> </ul>	Custom Text: Chapter 12 (Bursuck & Damer, Writing Instruction in Inclusive Classrooms)	<b>Fox Text: Part VII DUE: Case Study (Parts I with edits due &amp; Part II)</b>
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<b>Date</b>	<b>Class Topic &amp; Reading Assignments</b>	<b>Readings Due for this Class</b>	<b>Assignments Due for this Class</b>
4/19 Session 12	<ul style="list-style-type: none"> <li>• Literacy &amp; Diversity</li> <li>• Re: first language interference in speech and writing for English Language Learners</li> <li>• Use of cognates</li> </ul>	Custom text: 13 (Kuder & Hasit; Literacy & Diversity) Fox Test Review	<ul style="list-style-type: none"> <li>• Make edits to Part II</li> </ul>
4/26 Session 13	RTI - reading instruction; high quality	<b>Fox Test Review</b>	<b>Due: Case Study Part II with edits</b>
5/3 Session 14	<ul style="list-style-type: none"> <li>• <b>Case Study PRESENTATIONS</b></li> <li>• Fox Exam Review</li> </ul>		<b>Post final Case Study to TaskStream by May 10<sup>th</sup></b>  Next Week: Fox Test
5/10 Session 15	<ul style="list-style-type: none"> <li>• <b>Final Exam (Part I, Fox Text)</b></li> <li>• <b>VRA Review</b></li> <li>• Course Evaluations</li> </ul>		Next Week: VRA Mock Exam
5/17 Session 16	<ul style="list-style-type: none"> <li>• <b>Final Exam (Part I, Part II, Virginia Reading Assessment Practice Exam)</b></li> </ul>		

**NOTE:** This syllabus may change according to class needs.