George Mason University
College of Education and Human Development
Special Education
EDSE 503: Language Development and Reading
Summer 2011

Section #:   671
Time: 4:30 – 9:00 p.m. Wednesdays
Location: Stone Bridge High School, Room 204
Instructor: Sheri Berkeley, Ph.D.   Jessica Vilbas, M.Ed.
Email: sberkele@gmu.edu (best contact)   jvilbas@masonlive.gmu.edu
Phone: 703-993-3670   703-801-1920
Office Hours: By appointment   By appointment
                     Krug Hall 110A

Learning Team #____: Member Contact Information

Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:

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.
> 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 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.

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus. 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.

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
Leu, D. J., & Kinzer, C. K. (2012). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial* (9th edition). Boston, MA: Pearson Education Inc.

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. New York, NY: Carnegie Cooperation. http://www.all4ed.org/publications/ReadingNext/

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

Other readings relevant to special education applications assigned by instructor.

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at this web site: www.ablongman.com/jennings5e as Appendix C. **You will need to print out and use this 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 Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard at http://courses.gmu.edu Click the "Login" tab (your login and password is the same as your George Mason e-mail login). 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. 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 (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. 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, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.**

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 (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: This course requires field placement for a case study. For Part II of the Case Study, Signature Assignment you will need to assess the reading of a student with a disability (this will take approximately 3-5 sessions, 20 to 30 minutes each). Although a school setting is preferred, the case study can be completed with a student with a disability in an alternative setting (e.g., tutoring). 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 these assignments.

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. (TaskStream will be offline in the Summer of 2011. You will be given directions for how to upload your Signature Assignments in future semesters).

ASSIGNMENT DESCRIPTIONS

1. Phonics Self-Study*
In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the phonics self-study text: Leu & Kinzer (2012). You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. **Plan to turn in the Leu & Kinzer text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.**

2. Mid-Term*
The midterm exam will include multiple-choice and application items that cover the content of the phonics self-study (Leu & Kinzer, 2012).

3. Signature Assignment Part I*
The oral language assignment is Part I of the signature assignment for the course. You will work in pairs or individually. *Additional directions and grading rubric for this assignment will be provided by the instructor.*

4. Signature Assignment Part II*
The Reading Case Study is Part II of the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive

sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 4:30 pm on the respective due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. *Specific directions will be provided by the instructor, and the assignment will be evaluated using the following rubric:*

Part II

Student Background ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working with 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).	/10
Oral Language Development • 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). ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.	/10

Reading and Writing Development*
▪ Correctly **administer** and accurately **score** the results of the following assessments:
    ▪ an informal reading inventory (download from www.ablongman.com/jennings5e.),
    ▪ a spelling assessment,
    ▪ *at least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment).
        o 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.
▪ **Analyze** the results and **present the findings** in an educational report that:
    ▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment
    ▪ Presents the results of each assessment including:
        o a reporting of the results for each assessment (a table is often helpful here),
        o an indication of whether this area of reading/writing is an area of concern; and
        o a narrative error analysis of student strengths and weaknesses on the assessment given
▪ **All completed assessment protocols must be attached to the final report**
	/50

Summary ▪ Statement of *overall* strengths and needs of student ▪ This should be based upon student background information and findings from assessments (including relevant student behavior)	/5

Recommendations*
▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments
    ▪ Classroom recommendations should be evidence-based and grade/age appropriate
    ▪ Avoid recommendations for specific educational setting placements or specific
	/20

reading programs that a school would need to purchase (instead, describe the instructional needs of the child) o 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 ▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.	
Style ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)	/5
Total Assignment Points	**/100**
Total Course Points (Total Assignment Points Earned x .40 = Total Course Points)	**/40**

5. _IRIS Presentation_*
You will choose an IRIS activity to review and present in class. The IRIS activity should address the oral language and/or reading and writing development of your case study student. This assignment will be graded as Pass/Fail. Criteria for this assignment are as follows: (1) adequate prepares for the presentation, (2) provides a one-page handout (brochure) to each person in the class, as well as instructors, and (3) incorporates a clear link between the assessment of the case study student and the proposed instruction for that student. _Additional directions and grading rubric for this assignment will be provided by the instructor_.

5. _Regular Attendance & Participation_
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.

Participation as described above is evidence of professional behavior, and as such, 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 Exam_
The midterm and final exams will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures.

GRADING

_1._ Phonics Self-study   10 points
_2._ Midterm Exam   5 points

3.	Signature Assignment Part I: Oral Language	15 points
4.	Signature Assignment Part II: Case Study	40 points
5.	IRIS Presentation	10 points
6.	Participation, Quizzes and Activities During Class	10 points
7.	Final Exam	10 points
TOTAL		**100 POINTS**

Student Self-Management for Calculating Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Assignments	*Points Earned*
1. Phonics Self-study	/10
2. Midterm Exam	/5
3. IRIS Presentation	/10
4. Final Project: Oral Language Part I	/15
5. Final Project: Case Study Part II	/40
6. Participation, Quizzes and In-class Activities	/10
7. Final Exam	/10
Total Course Points Earned	**/100**

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
6/1	• Course Overview • Oral Language & Phonemic Awareness o Signature Assignment PART I (Oral Language) Introduction	Chapters 1, 2, 3, & 13

6/8	• Informal Reading Assessments
	   o Signature Assignment PART II (Case Study) Introduction
	• Early Literacy & Phonics/Decoding
	• Class Activities
	   o Collecting Student Background Information
		Chapters 4, 5, 6

6/15	• Advanced Word Reading & Fluency • Informal Reading Asessments	Chapters 7, 8, 9 **DUE:** Bring IRI Binder to class
6/22	• Spelling & Written Expression	Chapter 12

6/29	**ONLINE CLASS** ▪ Fluency & Writing Modules (oral language assignment, finish self-study/study for mid-term, begin testing student)	
7/6	• Phonics **MIDTERM** • Comprehension & Vocabulary • Class Activity o Interpreting Assessment Data	Chapters 10 & 11 **DUE:** Signature Assignment PART I **DUE:** Phonics Self-Study

7/13	• Class Activities
	     o Peer Edition of PART II (draft)
	     o IRIS Activities Introduction
		DUE: Signature Assignment PART II (*DRAFT*)

7/20	• **STUDENT PRESENTATIONS** (IRIS Activities) • Final exam review	**DUE:** Signature Assignment PART II
7/27	• **FINAL EXAM**	

NOTE: This syllabus may change according to class needs.