College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2013
EDSE 503 001: Language Development and Reading
CRN: 10688, 3 - Credit(s)

Instructor: Dr. Jennifer O'Looney	**Meeting Dates:** 01/22/13 - 05/15/13
Phone: 703-303-0371	**Meeting Day(s):** Mondays
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Office Hours: By appointment	**Meeting Location:** Fairfax, T 2020

> **Note:** *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description
In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link http://cehd.gmu.edu/endorse/ferf at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, 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.

Learner Outcomes

Upon completion of this course, students will be able to
• Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
• Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
• 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.
• Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.

• 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.
• 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.
• Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

George Mason University Programs in Special Education. (2011). *Language development & reading*. Boston, MA: Pearson. ***Customized text -- available this link ONLY -- http://store.pearsoned.com//georgemason ISBN: 1256104574

Fox, B. (2010). *Phonics for the teacher of reading* (10th ed.). Boston, MA: Pearson.

Recommended Textbooks

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

Required Resources

Jennings Informal Inventory (IRI)

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 reading assessment report.

Additional Readings

Alliance for Excellent Education. (2004). *Reading next: A vision for action and research in middle and high school literacy.* New York, NY: Carnegie Cooperation. Retrieved January 12, 2012 from www.all4ed.org/files/ReadingNext.pdf

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

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. Retrieved January 12, 2012 from http://www.ldonline.org/article/8845#kthrough7

National Reading Panel. (2000). *Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Retrieved August 22, 2009, from http://www.nationalreadingpanel.org/Publications/researchread.htm

*(You will need to click the *Summary* link on the right side of the page for the report.)

Other readings relevant to special education applications as assigned by the instructor.

Course Relationship to Program Goals and Professional Organizations
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 Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

c. 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.

d. 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/].

e. 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/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Policies & Expectations
Attendance.

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student.

Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

Late Work.

All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to TaskStream. When the format for assignment response includes print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session at which the assignment is due. If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically. **In fairness to students who submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Exceptions must receive prior instructor approval.**

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale
A = 95-100%
A- = 90-94%
B+ = 87-89%
B = 80-86%
C+ = 77-79%
C = 70-76%
F = 69% and below

Course Requirements	Total Points
Attendance and Participation (1pt. per class/modules)	15
Completion of Language Modules	10
Self-Paced Completion of Fox Text	10
Early Language Development Research Review	25
Reading Assessment Report	30
Lesson Follow-up	10
	100

Assignments

       NCATE/TaskStream Assignments.

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about teaching reading and language to students with disabilities.

The required NCATE assignment for this course is the reading assessment report that will assist you in learning and understanding the implementation of a comprehensive informal reading assessment program with a student with a disability. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that

students *earn* based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Informal Reading Assessment Administration and Educational Assessment Report – *Due April 15th* **(30 points)**

The Reading Assessment Report 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) - floor and ceiling.
□ 1 - 2 meetings: collect information using additional skills assessments you have

Common Assignments.
Self-Paced Completion of Fox Text – **Part I** *Due April 1st,* **Part II** *Due May 6th* **(10 points)**

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2010) self-instruction textbook outside of class. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text. For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. To receive full credit, all sections of Parts I-V must be completed.

Other Assignments.
Attendance and Participation - *Weekly* **[1 point per class for a total of 13 points plus 2 points for online modules]**

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, 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,
c. participating in class discussions/activities throughout the semester,
d. thoughtfully contributing to class discussions,
e. listening to the ideas of other peers, respectively, and
f. demonstrating an enthusiasm for learning,
g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

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.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

Completion of On-line Language Modules- *Due February 11th and 18th* (**10 points**)

Early Language Development Research Review – *Due February 25th* (**25 points**)
There are many peer-reviewed journal articles that are valuable and timely sources of language and reading development information. It is imperative that students become familiar with using professional journals in the fields of reading and special education to inform their professional practice. Each student is asked to independently read and evaluate three early language development articles related to a topic of interest (i.e. a strategy or related strategies for developing language, an area of language disability, a stage of early language development). When selecting articles, students should choose items from peer-reviewed journals. To ensure these criteria, it is a good idea to review the background of the journal being considered on its website. **Articles should target learners at the kindergarten level or younger.** Articles can be accessed through the George Mason Library's electronic databases. All reviews should be written in APA style and should contain the bibliographic citation for their articles in APA format in a reference section at the end of the paper. There is no specific length for reviews, but a rule of thumb would be between 3-5 double spaced pages. The review should address the following:

a) Prepare an introduction to the topic.
b) Provide a short summary of each article emphasizing key information such as participants, strategies or topics, and findings. Do not simply copy the abstracts of the articles. Use your own words.
c) Write a conclusion of how the summaries are related and what you learned from the articles.
d) Provide implications for how this information could impact educators working with young students.

Reading Assessment Mini Lesson Follow Up – *Due May 6th* (**10 points**)
Following the Reading Assessment Report, students will target student of the Reading Assessment

Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report. A mini lesson will be developed including:
An IEP goal will be developed for the area of need.
You will then select an evidence-based reading practice for application in a lesson with this student targeting the IEP goal.

A short description of the selected reading intervention

An instructional objective based on this goal for the specific lesson at hand;

A listing of required materials for the lesson;

Short introduction to the lesson and

Description of actual instruction to be provided including any information on how the lesson will be adapted to the particular needs of the target student

An outline for progress monitoring.

Schedule

Date	Class Topic	Readings and Assignments Due This Class
1/28	Introductions Review Syllabus Discuss Field Placement	
2/4	Complete Fox Pretest Historical Perspectives: 5 Domains of Reading Language Development- Rules, Forms, and Functions of Language Overview of Reading Assessment Project	Read Put Reading First (first section in customized text **Bring Fox text to class for Pretest** Make sure to register if needed for Field Placement Read Ch. 2-Early Literacy
2/11	Language Development and Early Literacy in Young Childhood	**Complete and turn in certificate from online language module:** Oral Language Development, Language Foundations Part I http://ttaconline.org You will need to create an account. Module can be found under

		online training tab.
		Ch. 3-Beginning Reading
2/18	Early Literacy Continued Collecting Diagnostic Information	**Complete and turn in certificate from online language module:** Oral Language Development, Typical Development Part II http://ttaconline.org Read Ch. 6-Obtaining Background Information Please have identified a student for your case study by this date.
2/25	Introduction to Reading Assessments: Informal/IRI/Running Records/Miscue Analysis	**Bring copy of Jennings to Class** Read Ch. 7- Using an Informal Inventory Read Ch. 8- Informal Assessment **Article Review Due**
3/4	Introduction to Reading Assessments Continued	**Bring copy of Jennings to Class** Read Ch. 7- Using an Informal Inventory Read Ch. 8- Informal Assessment
3/11	**No Class** Happy Spring Break!	
3/18	Systematic Instruction and RTI	Read Ch. 1
3/25	**No In –Class Meeting**- Complete meetings with Assessment Student and Complete Fox Self-Paced Work	
4/1	Advanced Word Reading: Multisyllable & Irregular Words, Structural Analysis Reading Fluency	Read Ch. 4-Advanced Word Reading Read Ch. 5- Reading Fluency **Fox I-III Due**
4/8	Vocabulary Instruction- Assessment and Strategies	Read Ch. 9- Vocabulary Instruction
4/15	Comprehension-Issues and Strategies	Read Ch. 10 **Assessment Report Due**
4/22	Writing Development- Word Knowledge/Spelling/Composition	Read Ch. 11-12

| 4/29 | Impact of Language Development on Reading of English Language Learners | Class Evaluations

Read Ch. 13- Literacy Instruction for Diverse Populations |
| 5/6 | Putting it All Together-
Review/Reflection/Writing Student Goals
Fox Post-test (In Class) | **Fox VI-VII Due**

Lesson Follow-up Plan Due

All work posted to TaskStream |

Appendix