George Mason University

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

Fall 2013
EDSE 503 6V1: Language Development and Reading
CRN: 81268, 3 - Credits

Instructor: Dr. Sheri Berkeley	**Meeting Dates:** 8/26/2013 - 12/18/2013
Phone: 703-993-0689	**Meeting Day(s):** Tuesdays
E-Mail: sberkele@gmu.edu	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: by appointment	**Meeting Location:** Off-campus, KAII 113

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 Office, internsh@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. (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.

Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). *Language instruction for students with disabilities*. Denver, CO: Love Publishing. (Posted on Blackboard).
- Chapter 1: *Introduction to Language, Speech & Communications*
- Chapter 2: *Language Development from Infancy through Adolescence*

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*, http://www.ttaconline.org
- *Foundations of Language*
- *Typical Language Development*

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN.

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at http://www.pearsonhighered.com/. Search by author, title, or ISBN.

Recommended Textbooks

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

Required Resources

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at: www.ablongman.com/jennings5e as Appendix C. **You need to print out use this IRI to complete the signature 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 through MyMason at
https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

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

Other readings relevant to special education applications:

Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic, 33*, 103-111. (Posted on Blackboard)

Reading Rockets. Video & Podcasts. http://www.readingrockets.org/podcasts/phonics/
- *Consonants*.
- *Vowels*.

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*, 636-644. (Posted on Blackboard)

James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children, 33*, 30-37. (Posted on Blackboard)

Brigham, F., & Brigham, M. (2001). Current practice alerts: A focus on mnemonic instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 5*. (Posted on Blackboard)

Berkeley, S., & Mastropieri, M.A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children*. (Posted on Blackboard)

IRIS Module. *Teaching English language learners: Effective instructional practices*.
http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm

Course Relationships 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 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://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

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.

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.

Late Work.

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.**

Additional Expectations.

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.

Additional Information about 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. Students must document their field experience with the CEHD at the following website: http://cehd.gmu.edu/endorse/ferf

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Functional Behavior Assessment and Behavior Intervention Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

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

Assignments
NCATE/TaskStream Assignments.
*Reading Case Study (TaskStream Assignment)*** ***
The Reading Case Study is 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:*

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).	/10

▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.	

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**
 	
 503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.
	/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 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.
 	
 503 Requirement: To earn full points, 503 student recommendations must include
	/20

evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.	
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**

Common Assignments.

TTAC Language Modules*

You will complete two online modules for this assignment. You will bring a hardcopy of your certificates of completion to class on the assigned date. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

    To access the modules, you will need to:

1. Go to http://ttaconline.org
2. Click on Region 4
3. Click on the online training tab on top far right tab
4. There are two language modules listed (Part I and Part II).
5. You do need a login to access the module. (There are directions as to how to create an account here. Click on the title of the module and it will explain next steps).
6. **Note:** The modules can only be opened in Adobe Acrobat 9.0 or greater as it includes video and audio. Once inside the module, note the following "buttons" (e.g. pause, volume, etc.) to help navigate through the presentation.
7. Training certificates are awarded upon the successful completion of the Webshop requirements. The certificate may be printed from an online template for the user's personal records.

Phonics Self-Study*

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. 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 Fox 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 will be given.**

Mid-Term*

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

Final Exam*

The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: http://www.ets.org/s/praxis/pdf/5306.pdf

Other Assignments.

Fluency Module*
You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Spelling Module*
You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Final Presentation *** ****
A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). Your teaching method much be approved by the instructor. The following are required for the assignment: (1) adequate preparation for the presentation, (2) provision of a one-page handout (brochure) to each person in the class, as well as the instructor, and (3) incorporation of a clear link between the identified needs of the student assessed in the case study assignment and the proposed instructional method. Your handout should include the following information:
- A description of the evidence based practice
    - How does it work? What are the steps?
- The purpose of the evidence based practice
    - What is the evidence based practice supposed to help students do better?
- Who benefits from the evidence based practice
    - What type of student does it help? Give examples.
- How easy is the evidence based practice to implement
    - What type of preparation is needed?
- The effectiveness of the practice
    - What is the research support?

Additional directions and grading rubric for this assignment will be provided by the instructor.

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)

*** 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. These assignments are marked with a double asterisk (**).

In addition to the point scale described above, 5 of 10 possible attendance & participation can be earned for demonstrated emerging leadership. (Students who miss 3 or more classes automatically lose any possible leadership points).

GRADING

1.	TTAC Language Modules	5 points
2.	Fluency Online Module (Blackboard)	5 points
3.	Spelling Online Module (Blackboard)	5 points
4.	Phonics Self-study	10 points
5.	Midterm Exam	10 points
6.	Reading Case Study (Signature Assignment)	40 points
7.	Final Presentation	10 points
8.	Participation, Quizzes and Activities During Class	10 points
9.	Final Exam	5 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. TTAC Language Modules	/5
2. Fluency Online Module (Blackboard)	/5
3. Spelling Online Module (Blackboard)	/5
4. Phonics Self-study	/10
5. Midterm Exam	/10
6. Reading Case Study (Signature Assignment)	/40
7. Final Presentation	/10
8. Participation, Quizzes and In-class Activities	/10
9. Final Exam	/5
Total Course Points Earned	**/100**

Schedule

CLASS TOPICS & DUE DATES

Date	Class Topic	Reading Assignments & Due Dates
8/27	• Course Overview	
9/3	**Online Class** **TTAC Oral Language Modules**	• Polloway Chapters 1 & 2
9/10	• An Introduction to Systematic, Explicit Reading Instruction & Oral Language Development	• Custom Text: Put Reading First (xv) **DUE:** TTAC Oral Language Module Certificates
9/17	• Early Literacy (Concepts of Print & Phonological Awareness, and Phonemic Awareness) • Overview of Case Study (Signature Assignment) o Obtaining Background Information	• Chapters 1, 2, 6 • Edelen-Smith (1997)
9/24	• Beginning Reading/Early Decoding • Advanced Word Reading • Using an Informal Reading Inventory for Assessment	• Chapters 3, 4, & 7 • Reading Rockets podcasts **DUE:** Background Information Measures
10/8	• Reading Fluency • Informal Assessment: Progress Monitoring	• Chapter 5 & 8 • Hasbrouk & Tindal (2006) **DUE:** IRI Binder
10/15	**NO CLASS** **UNIVERSITY SCHEDULE ADJUSTMENT**	
10/22	• Phonics **MIDTERM**	• Chapters 11 & 12

	• Developmental Word Knowledge (spelling) • Reading & Writing	• James, Abbott, & Greenwood (2001) **DUE:** Phonics Self-Study **DUE:** Fluency Module
10/29	• Vocabulary Instruction • Overview of Final Presentation	• Chapter 9 • Brigham & Brigham (2001) **DUE:** Spelling Module
11/5	**Online Class IRIS Module**	• Related readings (TBD)
11/12	• Comprehension & Types of Text • Class Activity o Interpreting Assessment Data	• Chapter 10 • Berkeley & Mastropieri (2010)
11/19	• Special Topics • Class Activities o Peer Editing of Signature Assignment •	• Readings TBA
11/26	• Literacy Instruction for Diverse Populations • Class Activities o Group work	• Chapter 13 **DUE:** TaskStream Assignment (*DRAFT*)
12/3	• **STUDENT PRESENTATIONS** • Final exam review	**DUE:** TaskStream Assignment
12/10	• **FINAL EXAM** o **Location: Fairfax Campus**	
12/17	• Conferences	

Appendix
Learning Team #_____: Member Contact Information
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone: