



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

Spring 2014

EDSE 503 002: Language Development and Reading

CRN: 17400, 3 - Credits

<b>Instructor:</b> Dr. Marilyn Lovett	<b>Meeting Dates:</b> 01/21/14 - 05/13/14
<b>Phone:</b> 757-218-7343 (cell)	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:mlovett1@gmu.edu">mlovett1@gmu.edu</a> * <b>Best Contact Method</b>	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> L1 209

***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-requisites:** 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) 993-3670 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 MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

**OPTION 2:** Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

### **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. (2014). Phonics and Word Study for the teacher of reading (11th ed.). Boston, MA: Pearson.

## Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

## Required Resources

Jennings Informal Inventory (IRI)

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 reading assessment report.

## Language Modules Website

During the semester, students will be asked to access 2 online language modules through <http://ttaconline.org>. The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development. Students will be asked to turn in certificates of completion, as well as reflect on the content learned through each

### **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. 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. Once you enter, select EDSE 403 course.

**\*\*Starting January 28th, be sure to come to class prepared with the week’s handouts electronically downloaded or as hard copies (whichever works best for you)!\*\***

### **Additional Required 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.nationalreadingpanel.org/publications/researchread.htm> (also available in the customized text).

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](http://www.all4ed.org/files/ReadingNext.pdf)

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)

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)

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)

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)

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

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)

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)

Reading Rockets. Video & Podcasts. <http://www.readingrockets.org/podcasts/phonics/>

- Consonants.
- Vowels.

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

### **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 RESOURCES 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.

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. 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 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.

### Late Work.

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, assignment points will be deducted from your grade for late assignments in the following manner. *Group presentations must be presented on the assigned due date without exception.***

**Up to 1 week last – 5% point deduction**

**1-2 weeks late – 10% point deduction**

**2-3 weeks late – 25% point deduction**

**No assignments will be accepted more than 3 weeks late or after May 6, whichever**

**comes first.**

### Written Products

All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th 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.

### TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Informal Reading Assessment & Educational Assessment Report Case Study* 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 = 95-100%

A- = 90-94%

B = 80-89%

C = 70-79%

F = 69% and below

### Assignments

**Performance-based Assessment (TaskStream submission required).**

#### **Reading Case Study\* (30 points)**

The Reading Case Study requires selection of a student with a reading disability or reading difficulty with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and accurate interpretations to inform instruction. This assignment should be submitted by 4:30 pm on the respective due date. **BOTH** an electronic copy (posted to TaskStream) **AND** a hard copy of the assignment should be submitted. *The assignment will be evaluated using the rubric below.*



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. 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.

*1st Meeting:* Collect information about your student. Meet with the student face-to-face and his or her teacher, parent, and/or service provider face-to-face or by phone.

*Next 2 - 3 Meetings:* Conduct the Informal Reading Inventory (IRI) and the spelling inventory

*Final 1 - 2 Meetings:* Collect information using additional skills assessments you have selected (assessments evaluating fluency, vocabulary knowledge, comprehension, or phonemic awareness)

**Signature Assignment: Reading Case Study**

<p><b>Student Background:</b> Collect demographic and background information <u>significant to reading, writing, and language development</u>.</p> <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 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).</li> </ul>	/10
<p><b>Oral Language Development:</b> 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).</p> <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> <p><b>Reading and Writing Development</b> Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments:</p> <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,</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</li> </ul> </li> </ul>	/10

<p>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.</p> <p><b>Analyze</b> the results and <b>present the findings</b> in an educational report that:</p> <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> <li>• <b>All completed assessment protocols must be attached to the final report</b></li> </ul>	/50
<p><b>Summary</b> Statement of overall strengths and needs of student</p> <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>	/5
<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</li> <li>• <u>Classroom recommendations</u> should be evidence-based and grade/age appropriate</li> <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) <ul style="list-style-type: none"> <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> </ul> </li> <li>• Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul>	/20

<b>Style: Professionally written report</b> <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>	/5
<b>Total Assignment Points</b>	<b>/100</b>
<b>Total Course Points (Total Assignment Points Earned x .30 = Total Course Points)</b>	<b>/30</b>

**Performance-based Common Assignments (No TaskStream submission required).**

**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. **Plan to turn in the Fox text at the beginning of the class session on the due date, which is the date of the mid-term.** The instructor will review your text for credit.

Approximately half of the text should be completed by this time. You will receive the book back at the end of class. **The remaining part of the Fox text will be checked for completion at the end of the semester.** Full credit is earned when evidence of completion of all assigned parts are submitted on time. **No partial credit will be given.**

**Final Exam (5 points)**

The final exam 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 Assessment (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.**

**1. TTAC Language Modules\* (6 points)**

You will complete two online modules for this assignment. You will bring a hard copy 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://ttaonline.org> and click on Region 4.
2. Click on the online training tab on the far right at the top.
3. On the View By drop-down box, highlight Category. From the left-hand list, click on Communication/Language.
4. There are two language modules listed (Part I and Part II). Click on the title of the first module; you will be prompted to sign in. If you don't already have a TTAC account, click on Create User Profile. Once you've created a profile, return to this page and sign in.
5. **Note:** The modules can only be opened in Adobe Acrobat 9.0 or greater, as they include video and audio. Once inside a module, note the pause, volume, etc. buttons which will help you navigate through the presentation.
6. 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 and turned in to the Instructor.

2. **Fluency Module\* (5 points)**

You will complete an online module (found on Blackboard) that will help you to prepare to assess your student's oral reading fluency for your reading 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.

3. **Spelling Module\* (5 points)**

You will complete an online module (found on Blackboard) that will help you to prepare to assess your student's spelling and developmental word knowledge for your reading 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.

4. **Group Project\* (10 points)**

During the first or second week of class, you will form small groups, each of which will be assigned one of the five domains of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension). Your group will be responsible for developing a 20-minute presentation on instructional strategies that address your domain, including a description of one commercial product. Your presentation should be active and engaging, and include:

- A description of 3-5 instructional strategies or interventions that can be used to address skills within this domain and can be used easily with students with reading difficulties.
- An active demonstration of at least one of the strategies that engages class participation.
- A description of at least one commercial reading program that can be used to provide targeted instruction in the skill area.
- A handout for the class that describes each strategy or program and its use (sample template will be provided)

- A bibliography (APA format) with at least five references (must include at least one textbook or tradebook (other than course text), one well-researched website, and one peer-reviewed journal article).

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

**Midterm (10 points)**

The midterm exam will include multiple choice, application, and short essay questions that cover the content of the assignment readings and class lectures up to the midterm date.

**Regular Attendance & Participation (14 points)**

Taking an active part in class meetings is a key ingredient for learning. Class participation includes:

- Participating in class activities
- Thoughtfully contributing to class discussions
- Listening to the ideas of peers respectfully
- Demonstrating an enthusiasm for learning
- Successfully facilitating assigned group work activities

Points may be negatively affected by being late to class, demonstrating a disinterest in material and activities, lack of digital etiquette (non-class related use of cell phones, laptops, etc.)

Each class (14 sessions): .5 = psychologically invested, prepared, and present; .5 = participation, thoughtful contributions, completed in-class assignments

**Fox Post Test (5 points)**

The Fox post test will include multiple-choice items that cover information from the Fox text.

**TOTAL**

**100 POINTS**

## CLASS TOPICS & DUE DATES

<b>Date</b>	<b>Assignments &amp; Class Topic</b>	<b>Reading Assignment</b>
January 21	Course Overview Five Domains of Reading Instruction* 1. Phonemic awareness 2. Systematic phonics 3. Fluency 4. Vocabulary development 5. Comprehension Language Development	Language Development and Reading (LDR) Put Reading First, pp. xv-lxxii
January 28	<b>DUE: Fox Pretest</b>  <b>Complete Field Experience Form Online</b> <a href="http://cehd.gmu.edu/endorse/ferf">http://cehd.gmu.edu/endorse/ferf</a>  . Oral Language Development . Group Project Assignments & Overview . Small Groups: Begin plans for group project	Oral Language Modules (TTAC)
February 4	<b>DUE: TTAC Oral Language Module Certificates</b> . Collecting Diagnostic Information . Introduction to Reading Assessments: Informal Reading Inventory (IRI)* Running Records*; modeled, demonstrated, guided practice Analyzing error patterns: Miscue Analysis* .Discuss Organization of IRI Binder	LDR, Chapter 6 <i>Obtaining Background Information</i>  LDR, Chapter 7 <i>Using Informal Reading Inventory for Assessment</i>
February 11	<b>DUE: IRI Binder</b> . Obtaining Background Information . Administering IRI . Readability of text	LDR, Chapter 2 <i>Early Literacy</i>  LDR, Chapter 3 <i>Beginning Reading/Early Decoding</i>

February 18	<ul style="list-style-type: none"> <li>. Nature and Organization of English Orthography</li> <li>. Spelling Assessment (DSA)</li> <li>. Writing Instruction</li> </ul>	<p>LDR, Chapter 11 <i>Developmental Word Knowledge</i> (Stages of Spelling Development)</p> <p>LDR, Chapter 12 <i>Reading &amp; Writing</i></p> <p>Blackboard: Moats (2006)</p>
February 25	<p>ONLINE CLASS</p> <ul style="list-style-type: none"> <li>. Fluency Module</li> <li>. Spelling Module</li> <li>. Phonics Self-Study</li> </ul>	<p>Blackboard: Edelen-Smith (1997)</p> <p>Blackboard: James, Abbott &amp; Greenwood (2001)</p> <p>Blackboard: Reading Rockets Podcasts</p>
March 4	<p><b>DUE: Fluency &amp; Spelling Module</b></p> <ul style="list-style-type: none"> <li>. Explicit Reading Instruction and Early Literacy</li> <li>. Systematic/Explicit Instruction* (I do, we do, you do)</li> <li>. Phonemic Awareness Instruction* (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)*</li> <li>. Review for Midterm</li> </ul>	<p>LDR, Chapter 1 <i>An Introduction to Systematic, Explicit Reading Instruction</i></p>
March 11	<p><b>No Class</b> GMU Spring Break</p>	
March 18	<p><b>DUE: Fox Text is checked for ½ way completion</b></p> <ul style="list-style-type: none"> <li>. MIDTERM EXAM</li> <li>. Fluency Instruction* (progress monitoring*)</li> <li>. RTI Part II module – reading instruction; high quality instruction at tiers 1, 2, 3...</li> </ul> <p><a href="http://www.iris.peabody.vanderbilt.edu">http://www.iris.peabody.vanderbilt.edu</a> Resources. RTI</p>	<p>LDR, Chapter 5 <i>Reading Fluency</i></p> <p>Blackboard: Hasbrouck &amp; Tindal (2006)</p>

<p>March 25</p>	<p>Phonemic Awareness <i>PRESENTATION</i></p> <p>Phonics Awareness <i>PRESENTATION</i></p> <p>. Advanced Word Reading; Phonics Instruction (phoneme-grapheme correspondence; word analysis)*</p> <p>. Supplemental Assessments</p>	<p>LDR, Chapter 4 <i>Advanced Word Reading</i></p>
<p>April 1</p>	<p><b>DUE: DRAFT Student Background &amp; Oral Language Dev. Sections of Reading Case Study</b></p> <p><i>Vocabulary</i> <i>PRESENTATION</i></p> <p><i>Fluency</i> <i>PRESENTATION</i></p> <p>. Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts)</p>	<p>LDR, Chapter 9 <i>Vocabulary Instruction</i></p> <p>Blackboard: Brigham &amp; Brigham (2001)</p>
<p>April 8</p>	<p><b>DUE: DRAFT Reading &amp; Writing Development Section of Reading Case Study</b></p> <p><i>Comprehension</i> <i>PRESENTATION</i></p> <p><i>Writing/Spelling</i> <i>PRESENTATION</i></p> <p>. Comprehension Instruction* (graphic organizers*, questioning strategies*, self-monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*)</p> <p>. Interpreting Results</p>	<p>LDR, Chapter 10 <i>Comprehension</i></p> <p>Blackboard: Berkeley &amp; Mastropieri (2010)</p>
<p>April 15</p>	<p><b>DUE: DRAFT Summary and Recommendations Section of Reading Case Study</b></p> <p>. Recommendations</p>	<p>TBA</p>



April 22	.Literacy & Diversity: first language interference in speech and writing for English Language Learners . Final Exam Review	LDR, Chapter 13 <i>Literacy Instruction for Diverse Populations</i>  Blackboard: IRI Module: Teaching English Language Learners: Effective Instructional Practices
April 29	<b>DUE: Reading Case Study</b>  ~ Submit Case Study to TaskStream by 4:30pm  <b>Completion of Fox Text</b>  <i>Reading Case Study PRESENTATIONS</i>  . <b>FOX Post Test</b> . Course Evaluations	Review: Reading for Virginia Educators (RVE)  <a href="http://www.ets.org/praxis/prepare/materials/0306">www.ets.org/praxis/prepare/materials/0306</a> Test at a Glance
May 6	<b>FINAL EXAM – Please be prompt to Class</b>	
May 13	Office Hours by Appointment	

Note: This syllabus may change according to class needs. Students will be advised of any changes.

## 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.

### Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations

<b>Title of Performance-Based Summative Evaluation</b>	<b>Points Earned/Total Points</b>
1. Self Paced Completion of Fox Text	/10
2. TTAC Language Modules	/6
3. Fluency Module	/5
4. Spelling Module	/5
5. Group Project	/10
6. Final Project: Reading Case Study	/30
7. Midterm	/10
8. Participation/Attendance/In-class Activities	/14
9. Fox Post Test	/5
10. Final Exam	/5
<b>Total # of points earned</b>	<b>/100</b>

**Learning Team Member Contact Information**

<i>Name</i>	<i>Email</i>	<i>Phone</i>

**Other Assignments.**

**Schedule**