



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

Summer 2014

EDSE 503 687: Language Development and Reading

CRN: 42053, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 5/28/2014 - 7/30/2014
Phone: 703-993-6555	Meeting Day(s): Wednesdays
E-Mail: jduke4@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: By appointment	Meeting Location: OCL

***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) 993-3670 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.

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.

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: 0536379505

Fox, B. J. (2013). *Phonics and structural analysis for the teacher of reading* (11th edition). Columbus, OH: Prentice Hall.

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

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. http://www.all4ed.org/publication_material/reports/reading_next

A version of the Jennings Informal Inventory (IRI) is at this web site: www.ablongman.com/jennings5e. You will need to use an IRI to complete your case study assignment.

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*, <http://www.ttaonline.org> (*Foundations of Language and Typical Language Development*)

Additional Readings

*These articles can be found on Blackboard under the “Additional Readings” tab.

Berkeley, S., & Lindstrom, J.H. (2011). Technology for the struggling reader: Free and easily accessible resources. *TEACHING Exceptional Children*, 43(4), 48-55.

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

Flett, A., & Conderman, G. (2002). 20 ways to...promote phonemic awareness. *Intervention in School & Clinic*, 37(4), 242-245.

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.

Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency's meaning making muscles. *The Reading Teacher*, 65(4), 242-249.

McCarthy, P.A. (2008). Using sound boxes systematically to develop phonemic awareness. *The Reading Teacher*, 62(4), 346-349.

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers.
www.aft.org/pubsreports/downloads/teachers/rocketsci.pdf

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/the-mason-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 class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, 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 including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. 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. **Two or more absences will result in no credit for this course.**

***NOTE: It is impossible to fully participate in this class while texting, Facebooking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class☺**

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Quality participation includes:

- (a) Arriving on time, including back from break(s),
- (b) Staying in the classroom/activity area for the duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
- (e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://gse.gmu.edu/facultystaffres/profdisp.htm>)

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, 5% of the total assignment points will be deducted each day from your grade for late assignments. NO POINTS will be awarded towards any assignments which are submitted 7 or more days past the due date.**

Other Considerations

Communication.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org> .

Oral Language: Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf> .

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	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (TaskStream submission required).

Reading Case Study (35 points)

This 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.

The following are general expectations to guide planning:

- 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.
- The duration of sessions with your student varies. 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. 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.
- 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>

Reading Case Study Rubric	
Student Background (<i>1/2 point each</i>) <ol style="list-style-type: none"> a. Collect demographic and background information significant to: <ol style="list-style-type: none"> i. Home life including cultural background ii. School experience 	

<ul style="list-style-type: none"> iii. Development including physical, social and emotional iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously <p>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).</p>	/2
<p>Oral Language Development (<i>1 point each</i>)</p> <ul style="list-style-type: none"> b. Describe the student's oral language development from infancy through toddler years (and beyond if applicable) and the implications that these issues might have on the chld's reading and/or writing. c. Describe the student's expressive and receptive language skills (both oral and written) and the implications that these issues might have on the chld's reading and/or writing. <p>This information can be obtained when gathering student background information, from observations while testing, and from the test results.</p>	/2
<p>Assessment Administration and Report</p> <p>Correctly administer and accurately score the assessments listed below, then analyze the results and present the findings.</p> <p>For each assessment below, provide (1) a general description of each assessment including what kind of information can be obtained from the assessment (<i>2 points per assessment</i>) and (2) a clear report of the results for each assessment (<i>2 points per assessment</i>) (a table is often helpful in addition to the narrative). Make sure that your description is written in sufficient detail that the assessment can be understood by parents and other service providers.</p> <ul style="list-style-type: none"> 1. Jennings informal reading inventory (download from www.ablongman.com/jennings5e), 2. DSA: spelling assessment (will be provided in class; be sure to list the features for each level not just the letter/code for the features) 3. Fry readability assessment (completed on a book that the student has been assigned in school or is reading for pleasure) 4. At least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A teacher created assessment is most effective for this supplemental assessment (vocabulary quiz, writing sample, etc.). <ul style="list-style-type: none"> i. Provide a clear rationale for the selection of this assessment. What specific skill/area were you concerned with gathering more information about and 	/17

<p>why? (1 point)</p> <ol style="list-style-type: none"> 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. 	
<p>Strengths and Needs</p> <p>For each of the five areas of reading (plus spelling/writing), use the student background information and findings from the assessments described above (including relevant student behavior) to provide an indication of the student's strengths and needs. (<i>½ point for each strength and ½ point for each need</i>)</p> <ol style="list-style-type: none"> Decoding (and phonemic awareness if a concern) Fluency Vocabulary Comprehension (and vocabulary/strategy use if a concern) Spelling & Writing 	/5
<p>Recommendations</p> <p>Using the student background information, findings from the assessments described above, relevant student behavior information, and your statements about the student's areas of strengths and needs, provide a minimum of 3 evidence-based recommendations for each of the following:</p> <ol style="list-style-type: none"> Literacy instruction based on areas of weakness identified from your assessments (2 points) Classroom/testing recommendations (2 points) Home practice/reinforcement (1 point) <ol style="list-style-type: none"> Make sure that these recommendations are ones that a parent would realistically be able to implement. <p>*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)</p>	/5
<p>Written Style</p> <ol style="list-style-type: none"> Writing is free of spelling errors (2 points). Writing is free of grammatical errors (2 points). 	/4
Total	/35

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

- Self-paced completion of Fox text: (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 (2013) 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. To receive full credit, all sections must be completed by the dates indicated below.

You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text						
6/4: Pretest 1 point	6/11: Part I 1 point	6/18: Part II 1 point	6/25: Parts III & IV 1 point each	7/2: Parts V &VI 1 point each	7/9: Parts VII & VIII 1 point each	7/16: Posttest 1 point

***Full credit is earned when evidence of completion of all assigned parts of the Fox sections is submitted on time. No partial credit is given.**

2. Fox Quiz (10 points)

The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook. More information will be presented during the course and a review will be conducted prior to the quiz.

3. Final Exam (10 points)

The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Reading for Virginia Educators (RVE) test. Study guide and practice items can be found at:

<http://www.ets.org/s/praxis/pdf/5306.pdf>

Other Assignments.

4. Group Presentation (15 points)

On the first night of class, we will form small groups and each group will be matched with an area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) to focus on throughout the semester. Your group will be responsible for delivering a 30-minute presentation to the class on an assigned night, which will coordinate with the topic of that evening’s class.

Your presentation should be active and engaging, while including:

- A definition of the chosen area of reading from the National Reading Panel’s 2000 report and all terminology surrounding this area.
- A thorough description of the skills, which are addressed in this area.
- A thorough description of the strategies, which can be used to teach these skills.
- At least two activities that can be used in this area of reading instruction.
- A description of at least two commercial reading programs that can be used in this area of reading.
- A handout for the class of the most vital information on this area of reading for your peers (If you take any information directly from a specific source, you must cite it in your handout. Also, it is expected that while you will pull information from multiple sources, you will personalize the handout and make it your own, not just complete it as a “cut and paste.”).
- At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation.
- A bibliography (APA format) with at least five references (must include at least one textbook, one well- researched website, and one peer-reviewed journal article).

Group Presentation Rubric

Component	Points
<u>Definition:</u> -Presentation includes a clear and accurate definition of the chosen area of reading.	/2
<u>Commercial Reading Program:</u> -Presentation includes a brief description of at least two commercial reading programs which address the chosen area of reading.	/2
<u>Skills and Strategies:</u> -Presentation incorporates a thorough description of skills which should be addressed within this area of reading. -Evidence-based practice(s) are presented for teaching this selected area of reading.	/3
<u>Activities:</u> -Presentation includes at least two activities which focus on this area of reading. Group may choose to model one activity for the class and make the other more interactive, requiring class participation.	/3
<u>Class Handout:</u>	/2

-At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies. -Most essential information on the chosen area of reading is included. - Use graphics to enhance the handout's visual display of concepts. -Handouts show creativity and development of project as a group.	
<u>Presentation:</u> -Presentation includes at least one type of visual support (PowerPoint, SmartBoard, posters, etc.). -Visual support is easy to read and understand from all areas of the classroom. -Presentation is clear, accurate and no longer than 30 minutes. -All areas of the presentation are cohesive and not disjointed from each other. -Everyone has a clear and important role for the presentation.	/2
<u>Bibliography:</u> -At least five references (one may be the textbook) used in presentation. -Correct APA format	/1
TOTAL	/15

5. Reading Checks (10 points)

There will be five scheduled reading checks on the chapter readings throughout the course. You will complete the reading checks on Blackboard after reading the assigned chapters. These are open book but please do not use the Internet or other resources and please do not confer with peers. **Reading checks will only be available online until the due date; after that they will be automatically closed on Blackboard. You MUST complete the reading check by the assigned due date in order to earn credit. No makeups will be available.**

6. Class Participation (10 points)

Each night you will receive two scores: (1) One possible point for the in-class activities that you will complete either individually or in a small group. At the end of the evening, you will submit these activities for grading. (2) Two possible points for participation, including prompt arrival, exhibition of professional dispositions, active participation in group activities and discussion, and other factors listed above.

No participation points will be awarded on the last night of class because of the exam administration.

Be aware that you must be physically present to earn participation points. Points earned by your peers during your time of absence cannot be made

GRADING

- | | |
|--|-----------|
| 1. Self-paced Completion of Fox Text | 10 points |
| 2. NCATE/TaskStream Assessment: Case Study | 35 points |

3. Reading Checks	10 points
4. Group Presentations	15 points
5. Fox Quiz	10 points
6. Final Exam	10 points
7. Class Participation	10 points
TOTAL	100 POINTS

Schedule

****Starting June 4th, be sure to come to class prepared with the week’s handouts electronically downloaded or as hard copies (whichever works best for you)!****

Date	Class Topic & Reading Assignments	Readings Due for this Class
5/28	<ul style="list-style-type: none"> • Course Overview • Scientifically Based Reading Instruction: The Five Areas of Reading* (National Reading Panel, 2000) • A Historical Perspective • Knowledge and Skills teachers need to be effective literacy instructors 	<p>READ: <i>Put Reading First from the National Institute of Literacy K-3 (XV in customized text)</i></p>
6/4	<ul style="list-style-type: none"> • Reading and the Brain • An Introduction to Systematic, Explicit Reading Instruction • Early Literacy (Concepts of Print, Phonological Awareness and Phonemic Awareness) • Rules, Forms, and Functions of Language (relevant vocabulary) • Language Development • Overview of Case Study (NCATE/TaskStream Signature Assignment) 	<p>DUE: Fox Pretest (you MUST bring your copy of the book in order to complete this and earn the points!)</p> <p>READ: <i>Chapter 1 – Introduction to Systematic, Explicit Reading Instruction & Chapter 2 – Early Literacy</i></p>
6/11	<ul style="list-style-type: none"> • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* <p><i>In-class reading:</i> McCarthy, P.A. (2008). Using sound boxes systematically to develop phonemic awareness. <i>The Reading Teacher</i>, 62(4), 346-349.</p>	<p>DUE: Fox Part I and Reading Check #1</p> <p>READ: Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. <i>Intervention in School & Clinic</i>, 33, 103-111.</p> <p>And</p> <p>Flett, A., & Conderman, G. (2002). 20 ways to...promote phonemic awareness. <i>Intervention in School & Clinic</i>, 37(4), 242-</p>

		245.
6/18	<ul style="list-style-type: none"> Collecting Diagnostic Information Obtaining Background Information Informal Reading Inventory (IRI)* Analyzing error patterns: Miscue Analysis* Text Readability (readability formulas) Spelling Assessment (DSA) <p><i>In class activity: Miscue analysis practice and determining text readability</i></p>	<p>DUE: Fox Part II and Reading Check #2</p> <p>READ: <i>Chapter 6 – Obtaining Background Information & Chapter 7 – Using Informal Reading Inventory for Assessment</i></p> <p>Bring printout of IRI to class</p> <p>Bring textbook or trade book that your target learner is reading to class.</p>
6/25	Advanced Word Reading; Phonics Instruction (phoneme-grapheme correspondence; word analysis)*	<p>DUE: Fox Parts III & IV and Reading Check #3</p> <p>READ: <i>Chapter 3 – Beginning Reading/Early Decoding & Chapter 4 – Advanced Word Reading</i></p>
7/2	<ul style="list-style-type: none"> Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts) Fluency Instruction* (progress monitoring*) <i>In-class reading:</i> Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency’s meaning making muscles. <i>The Reading Teacher</i>, 65(4), 242-249. 	<p>DUE: Fox Parts V & VI and Reading Check #4</p> <p>READ: <i>Chapter 5 – Reading Fluency & Chapter 9 – Vocabulary Instruction</i></p>
7/9	<ul style="list-style-type: none"> Comprehension Instruction* (graphic organizers*, questioning strategies*, self monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*) 	<p>DUE: Fox Parts VII & VIII and Reading Check #5</p> <p>READ: <i>Chapter 10 – Comprehension</i></p>
7/16	<ul style="list-style-type: none"> Writing & Spelling Instruction Review for Fox Quiz Review for Final Exam <p><i>In-class reading:</i> James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. <i>Teaching Exceptional Children</i>, 33, 30-37.</p>	<p>DUE: Fox Posttest</p> <p>DUE: Case Study (Submitted via Blackboard no later than 4:30)</p> <p>READ: <i>Chapter 11 – Developmental Word Knowledge & Chapter 12 – Reading and Writing</i></p>

7/23	<p>NO Face-to-Face Class Meeting</p> <ul style="list-style-type: none"> • Take Online Fox Quiz • Literacy Instruction for Diverse Populations • <i>In class activity: IRIS Module: Teaching English Language Learners: Effective Instructional Practices</i> 	<p>Online Fox Quiz (Complete on Blackboard no later than 7:10 p.m.)</p> <p>READ: <i>Chapter 13 – Literacy Instruction for Diverse Populations</i></p>
7/30	Final Exam: Please be Prompt to class	