



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

Fall 2014

EDSE 503 002: Language Development and Reading

CRN: 72070, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 8/25/2014 - 12/17/2014
Phone: 703-993-6555	Meeting Day(s): Mondays
E-Mail: jduke4@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: Before/after class and by appointment	Meeting Location: Fairfax, IN 323

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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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. ISBN 1256104574 ***Customized text -- available this link ONLY -- http://vig.pearsoned.com/store/product/1,1207,store-20461_isbn-1256104574,00.html

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.

Alliance for Excellent Education. (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation.

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

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24.

National Reading Panel. (2000). *Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*.

*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/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.

The most efficient way to contact me is through email. I check email daily Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

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).

Informal Reading Assessment Administration and Educational Assessment Report (30 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 and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure that they have a child to work with during the semester for this assignment.

The following are general expectations to guide planning:

- 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. We anticipate that with effective planning, preparation and materials, you will be able to complete the tasks for field placement activities of this project in 4-6 sessions lasting 20-30 minutes each.
 - 1 meeting: Observe a reading class; collect information about your student (meet with teacher/parent/service provider/student) NOTE: A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.
 - 2-3 meetings: Conduct the Informal Reading Inventory (IRI)
 - 1-2 meetings: Collect information using additional skills assessments including the one you have selected

Reading Case Study Rubric	
Student Background (<i>½ point each</i>)	
a. Collect demographic and background information significant to: <ul style="list-style-type: none"> i. Home life including cultural background ii. School experience iii. Development including physical, social and emotional 	/2

<p>iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously</p>	
<p>Oral Language Development (1 point each)</p> <p>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.</p> <p>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> <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:</p> <p>(1) a general description of each assessment including what kind of information can be obtained from the assessment (2 points per assessment) and</p> <p>(2) a clear report of the results for each assessment (2 points per assessment) (a table is often helpful in addition to the narrative).</p> <p>Make sure that your description is written in sufficient detail that the assessment can be understood by parents and other service providers.</p> <ol 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.). <ol 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 why? (1 point) <ol style="list-style-type: none"> 1. 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 	/12

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"> a. Decoding (and phonemic awareness if a concern) b. Fluency c. Vocabulary d. Comprehension (and vocabulary/strategy use if a concern) 5. 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 <i>a minimum of 3 evidence-based recommendations for each of the following:</i></p> <ol style="list-style-type: none"> 1. Literacy instruction based on areas of weakness identified from your assessments (<i>2 points</i>) 2. Classroom/testing recommendations (<i>2 points</i>) 3. Home practice/reinforcement (<i>1 point</i>) <ol style="list-style-type: none"> i. 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"> 1. Writing is free of spelling errors (<i>2 points</i>). 2. Writing is free of grammatical errors (<i>2 points</i>). 	/4
Total	/30

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

1. 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.

***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 (5 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 (5 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. TTAC Language Modules Reflection (10 points)

You will complete two online language modules that can be accessed at <http://ttaonline.org>. The titles of the two modules are: *Oral Language Development*, *Language Foundations Part I*, *Oral Language Development*, *Typical Development Part II*.

For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, you should write a 3-5 page reflective paper addressing the following components on both modules collectively:

- a. Identify 3 new learning points that you gained from the module presentations and explain why you think it is important information for a teacher of language and reading.
- b. Give at least 2 specific examples of how you could see yourself using your learning from the module in your current or future professional practice.
- c. What were some questions or ideas that were raised about language for you as you were completing these modules?
- d. Identify 2-3 specific areas in language development that you would like to explore further in the future and why they are of interest to you.

5. Early Language Development Article Review (15 points):

You will be required to select, independently read, and evaluate an early language development article. When selecting an article, students should be careful to select an article that is from a peer-reviewed journal. Good places to start include *Teaching Exceptional Children (TEC)* and *The Reading Teacher*. All students should select an area of early reading that is of interest to them on early language development and then selecting a more specific topic within that area (i.e. developmental milestones in one specific time frame, disabilities that surface during a time frame, learning activities that can be used, etc.) to research. **Articles should target learners at the preschool level or younger.**

Articles can be accessed through the George Mason University Library databases. All reviews should contain the bibliographic citation for the article in APA format. There is no required length for the review, but they should comprehensively address the following:

WHAT: What more did I learn from reading this article beyond what I gained from the text. What connections have I made?

SO WHAT: What was relevant about what I learned? Why is it important?

NOW WHAT: Now that I have the information, what does it mean to me?

NOTE: Do NOT provide a summary of the article.

Element	Points	Comments
WHAT Several specific key learning points described from the article.	/5	

Connections made between key points in the article, the text, and student's own understandings		
SO WHAT Relevance of key learning points explained with specific reasons. Importance to the student's professional practice explained.	/5	
NOW WHAT Immediate and long-term meaning of the learning points described. Action or self-reflection motivated by this meaning.	/3	
WRITING STYLE Appropriate usage of standard written English, grammar, spelling, and clarity of expression. Correct APA format used.	/2	
TOTAL	/15	

6. Group Presentation (15 points)

On the second 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. The group will select 3 activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25vminute presentation to the class on an assigned night, which will coordinate with the topic of that evening's class. You will be given time to work on these presentations in class, but additional time outside of class may also be needed.

Your presentation should be active and engaging, while including:

- a. A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology surrounding this area.
- b. Identification of skills underneath that particular area of reading and a description of the purpose of these skills to the overall successful reading process.
- c. A description of two to three activities which can be used to target this area of reading, which can be used easily with students with reading difficulties. Each activity needs to encompass at least one evidence-based practice for that area of reading.
- d. **Active demonstration of at least two of the activities for your designated area of reading is required.** Activities can take the form of innovative use of typical classroom

materials, be centers based, or use technology through computer, iPad, or other technology device.

- e. 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.”). **Note: This should NOT be a copy of your PowerPoint slides, if you choose to use PowerPoint for your presentation.**
- f. At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation.
- g. A bibliography (APA format) with at least three references

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:</u> -Presentation incorporates a thorough description of skills which should be addressed within this area of reading.	/3
<u>Activities:</u> -Presentation includes at least two activities which focus on this area of reading. -Group models at least two activities for the class	/3
<u>Class Handout:</u> -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.	/2
<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.	/2

-Presentation is clear, accurate and no longer than 20-25 minutes. -All areas of the presentation are cohesive and not disjointed from each other. -Everyone has a clear and important role for the presentation.	
Bibliography: -At least three references (one may be the textbook) used in presentation. -Correct APA format	/1
TOTAL	/15

7. Class Participation (10 points)

Each night you will have an in-class activity that you will complete either individually or in a small group. At the end of the evening, you will submit these activities for grading. **Be aware that you must be physically present to participate in and earn points for the in-class activities. Points earned by your peers during your time of absence cannot be made up.**

GRADING

1. Informal Reading Assessment Administration & Report	30 points
2. Self-paced Completion of Fox Text	10 points
3. Fox Quiz	5 points
4. Final Exam	5 points
5. T/TAC Modules Reflection	10 points
6. Early Language Development Article Review	15 points
7. Group Presentations	15 points
8. Class Participation	10 points
TOTAL	100 POINTS

Schedule

****Starting September 2nd, 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
8/26	<ul style="list-style-type: none"> • Introductions and Icebreaker • Syllabus and Course Expectations • Field Placement Information • Fox Pretest 	
9/2	• Group Formation and First Meeting	Read <i>Put Reading First</i> ((XV in customized text)

	<ul style="list-style-type: none"> • A Historical Perspective <ul style="list-style-type: none"> ○ Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* • Language Development <ul style="list-style-type: none"> ○ Rules, Forms, and Functions of Language 	<p>Register with Field Placement Office if a placement is still needed</p> <p>DUE: Fox Pretest (you MUST bring your copy of the book in order to complete this and earn the points!)</p>
9/9	<ul style="list-style-type: none"> • Language Development Continued <ul style="list-style-type: none"> ○ Birth through the Preschool Years • Language & Literacy in the Beginning School Years <ul style="list-style-type: none"> ○ Selecting/evaluating text for diverse learners; readability ○ Concepts of Print 	<p>Read Chapter 3 and <i>Teaching Children to Read</i></p> <p>http://www.dys-add.com/resources/SpecialEd/TeachingChildrenToRead.pdf</p> <p>DUE: Fox Part I</p> <p>Bring textbook or trade book that your target learner is reading to class.</p>
9/16	<p>NO Face-to-Face Class Meeting</p> <p>Reading and the Brain video with Blackboard Discussion Board</p> <p>Complete Language Modules Reflection & Certificates (Due by 4:30 p.m. on 9/23)</p>	
9/23	<ul style="list-style-type: none"> • Gathering Background Information <ul style="list-style-type: none"> ○ Forms & Procedures for Obtaining Student Educational Histories • Collecting Diagnostic Information <ul style="list-style-type: none"> ○ Informal Assessments ○ Informal Reading Inventory (IRI)* ○ Running Records; Miscue Analysis* ○ Spelling Assessment (DSA) 	<p>Read Chapters 6 & 7</p> <p>Access and Review: <i>The Dynamic Indicators of Basic</i></p> <p><i>Early Literacy Skills (DIBELS)</i></p> <p>http://dibels.uoregon.edu/</p> <p>Please select the student that you will use for the case study by this date.</p> <p>Bring printout of IRI to class</p> <p>DUE: Fox Part II</p> <p>Language Modules Reflection & Certificates</p>
9/30	<ul style="list-style-type: none"> • Informal Assessment through Progress Monitoring <ul style="list-style-type: none"> ○ The Assessment Continuum ○ Reliability ○ Validity 	<p>Read Chapter 8</p> <p>DUE: Fox Part III</p>

	<ul style="list-style-type: none"> ○ Criterion-Referenced Assessment ○ Progress Monitoring in Reading 	
10/7	<ul style="list-style-type: none"> ● Systematic and Explicit Reading Instruction ● Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* ● Factors Affecting Early Literacy <ul style="list-style-type: none"> ○ The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness ● Phonemic Awareness Group Presentation 	<p>Read Chapter 1 & 2</p> <p>Due Early Language Development Article Review</p> <p>DUE: Fox Part IV</p>
10/14	<ul style="list-style-type: none"> ● Advanced Word Reading Strategies <ul style="list-style-type: none"> ○ Multisyllabic Phonics Strategies (phoneme- grapheme correspondence; word analysis)* ● Phonics Group Presentation 	<p>Read Chapter 4</p> <p>DUE: Fox Part V</p>
10/21	<ul style="list-style-type: none"> ● The Dimensions of Fluency <ul style="list-style-type: none"> ○ Fluency Instruction* (progress monitoring*) ○ Accuracy, speed, and prosody ● Fluency Group Presentation 	<p>Read Chapter 5</p> <p>Read <i>Reading next: A vision for action and research in middle and high school literacy</i> http://carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf</p> <p>DUE: Fox Part VI</p>
11/4	<ul style="list-style-type: none"> ● Vocabulary Instruction* <ul style="list-style-type: none"> ○ Mnemonics* ○ Semantic maps* ○ Word meaning sorts ● Vocabulary Group Presentation 	<p>Read Chapter 9</p> <p>DUE: Fox Part VIII</p>
11/11	<ul style="list-style-type: none"> ● Comprehension Instruction* <ul style="list-style-type: none"> ○ Graphic organizers* ○ Questioning strategies* ○ Self monitoring/metacognition* ○ Direct/explicit comprehension instruction – think aloud* ● Comprehension Group Presentation 	<p>Read Chapter 10</p> <p>DUE: Fox Part VIII</p>

11/18	<ul style="list-style-type: none"> • Writing Instruction in the Inclusive Classroom <ul style="list-style-type: none"> ○ Nature and Organization of English orthography ○ Spelling Assessment ○ Writing Instruction 	<p>Read Chapters 11 & 12</p> <p>Read: Moats, L.C. (2006). <i>How spelling supports reading: And why it is more regular and predictable than you may think.</i></p> <p style="text-align: center;">DUE: Fox Posttest</p>
11/25	<p>NO Face-to-Face Class Meeting</p> <p>DUE: Online Fox Quiz (Complete on Blackboard no later than 7:10 p.m.)</p>	
12/2	<ul style="list-style-type: none"> • Literacy & Diversity <ul style="list-style-type: none"> ○ First Language Interference in Speech and Writing for English Language Learners • Case Study Peer Review • Course Evaluations • Review for Final Exam 	<p>Read Chapter 13</p>
12/9	<p>NO Face-to-Face Class Meeting: Reading Day</p> <p>DUE: Case Study (Submitted via email no later than 4:30 p.m.)</p>	
12/16	<p>Final Exam: Please be Prompt to class</p>	