

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2016
Reading

Consortium Titles

- RU- EDSP 691 Emergent and Early Literacy for Students w Complex Language and Learning Needs
- VCU- TEDU 561 or SEDP 651: Reading Foundations
- NSU- SPE 542: Reading and Literacy Instruction
- ODU- SPED 675: Language and Emergent Literacy for Diverse Learners
- JMU- READ 566: Literacy Acquisition and Development of the Young Reader
- GMU- EDSE 557: Foundations of Language and Literacy for Diverse Learners
 - 557 N01 CRN: 42578; 557 6U1 CRN: 42776; 557 6Y1 CRN: 42661

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 05/16/16 - 07/06/16
Phone: (703) 993-5469 Cell:	Meeting Day(s): Wednesdays With additional online Blackboard work
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: by Appointment	Teaching University: GMU

***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.*

DELIVERY METHOD:

This course is a HYBRID course with face to face sessions and asynchronous class sessions via the Blackboard learning management system (LMS) housed in the MyMason portal.

Course Description

Examines complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families, and cultures. Emphasizes first and second language acquisition.

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. On line modules
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Describe language development and emergent literacy skills
2. Describe the nature, function, and rules of language.
3. Describe disorders and deviations in language and related areas.
4. Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
5. Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
6. Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
7. Identify and implement a variety of early reading comprehension strategies.
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading;

9. Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities.

Required Textbooks

Recommended Textbooks Cunningham, P.M., Hall, D.P. & Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Copeland, S.R. & Keefe, E.B (2007). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*. Baltimore: Paul H. Brookes Publishing

Downing, J.E. (2005). *Teaching Literacy to Students with Significant Disabilities*. Corwin Press

Recommended Textbooks

. Erickson & Koppenhaver, *Children w/Disabilities: Reading & Writing the Four-Blocks Way*, Carson-Dellosa Publishing Co

Required Resources

Access to blackboard

Additional Reading:

As assigned.

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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 1: Learner Development and Individual Learning Differences, & Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up.** Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

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

Late Work.

All assignments are due on the posted due date in the syllabus. In fairness to students who make the effort to submit their work on time, 5% of the total points for the assignment will be deducted from the assignment each day that it is late. After one week, NO POINTS will be awarded toward the assignment and the assignment will not be accepted. It is not the instructor's responsibility to remind students to submit when work is due. **Additionally it is the responsibility of the student to make sure that when work is submitted to Blackboard, it is submitted in the required format (Microsoft word or PPT).** PDF's and Notepad will **NOT** be accepted.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Literacy Case Study Project* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95 –100% = A

90 – 94% = A-

80-89% = B

70-79% = C

< 70 = F

Assignments

Performance-based Assessment (Tk20 submission required).

Please note: You are required to upload this assignment multiple times as follows:

- Everyone upload to BB under **assignments** tab
- Everyone upload BB under the **assessments** tab for TK20
- GMU students ONLY upload under the **assessments** tab for ntasc

1. **Literacy Case Study 100 points** - This is a signature assignment for our program: Using actual observations of a target student, readings from class, class lectures, and your weekly reflections and PPTs, describe your target student and their literacy history and develop a literacy plan. Write up this case study in an 8-10 page paper (minimum) using APA formatting and referencing. On the last night of class, you will present Part II The literacy plan in a final PPT presentation. **This assignment must be uploaded to Blackboard multiple times. Please see note above.**

The case study should specifically address each major component from lectures and readings. These include:

Part One: Literacy History

- a. Literacy experience and FAPE- barriers to literacy for your student and the impact of literacy/lack of access to literacy and literacy instruction on your student's life and educational history (5 pts.)
- b. Literacy and communication - the relationship between literacy and communication and how this has impacted your student's life. (5 pts.)
- c. A summary of your student's literacy skills using the literacy assessment framework. (5 pts.)

Part Two: Literacy Plan

- a. Identify a range of literacy activities you will put in place in your classroom and for your student for the next school year. (25 pts.) Use the three components described by Browder:
 - i. Access/engagement with a range of literature (include titles of the some of the texts you will introduce/use)
 - ii. Functional reading/writing within chronologically age appropriate functional activities
 - iii. Instruction in reading and writing skills - potential vocabulary to be taught, and how you will address phonological awareness and phonics, comprehension and fluency, and writing
- b. Create a literacy goal for your student and include specific instructional strategies you intend to use during literacy instruction. (20 pts.)
- c. Evaluating progress- How will you evaluate the progress of your student? Be sure to link your evaluation to the IEP and VAAP. (10 pts.)
- d. AT- What assistive technologies will you incorporate into your literacy instruction for your student? (10 pts.)

Other Assignments.

On-line learning modules (100 points) –

There will be a total of four (4) on-line learning modules related to course topics. These will be reading-intensive assignments with a writing/discussion component. Each will be worth up to 25 points. Submissions will show strong evidence of comprehension **and application** of key concepts contained in each set of readings, as well as integration with other skills and concepts gained across the course. Directions will be posted in Blackboard each week. **These modules comprise the online portion of this hybrid course and are intended to represent a class period.**

Lesson Plans: Five lesson plans at 20 points each for a total of 100 points possible

As we cover the 4 blocks of writing you will be asked to turn in 1 – 2 lesson plans per block. Each lesson plan is worth 20 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab.

In-Class Activities (50 points possible)

During some class sessions, we will have an in-class activity or writing assignment for which you will be awarded points contributing to your final grade. There will be a total of 5 activities.

Each activity is worth 10 points. If you are not present in class when the in-class activity is completed, your grade for that day's activity will be 0. In-class activities **cannot be made up.**

PPT Presentation and Write up: 50 points possible

After you have written your case study, you will create a PPT (6 slide maximum) on which you will highlight the following:

1. Description of your student – 1 slide
2. Literacy History/ current level – 1 slide
3. Your literacy plan (an outline including the goal) – 1 slide
4. Your rationale for the plan 1 - slide

Your PPT will be uploaded onto BB and is worth 35 points.

During the final class session, you will have time to view your fellow students' PPTs and you will fill out a "what I learned" form detailing what you personally learned from the five (5) of your classmates PPTS. You will complete the form electronically and submit a copy via BB upload link. **The completed "what I learned" form is worth 15 points.**

Schedule

See final page of the syllabus

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

A complete copy of each university’s Honor System document is available through

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Inclement Weather

If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university’s website. Do not email us; I will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the ORGANIZATIONS tab.

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name* For example, John Smith's username would be: x_john.smith. For **new** students (beginning Summer 2015), you will receive an email (to your university email) with your Blackboard password.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Remote Site Student

It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that are detailed on the Consortium website:

<http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student.

Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for specific class.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Transition: <http://webcon.gmu.edu/transition/>
- Reading: <http://webcon.gmu.edu/reading/>
- Characteristics: <http://webcon.gmu.edu/characteristics/>
- Teaching Strategies: <http://webcon.gmu.edu/teaching/>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>
- Communication: <https://webcon.gmu.edu/communication>
- Collaborative Teamwork: <https://webcon.gmu.edu/teamwork>
- Positive Behavior Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>

You will login with the guest username (sdsguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

Policies and Resources Specific for GMU Students:

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- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
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Draft Schedule – subject to change

Date	Topic	Assignments due by class time on this date	Readings These should be completed prior to class.
5/18	Course overview Why literacy?	none	none
5/25	Four Blocks overview – guided reading;	-Module 1 completed	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 1 & 6 • Downing ch 1 • <i>Cunningham, Hall & Sigmon</i> Overview, Guided Reading
6/1	Sight words & vocabulary – working with words	-Guided reading lesson plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 4, 5 & 7 • <i>Cunningham, Hall & Sigmon</i> Working with Words •
6/8	Phonics – working with words	-Module 2 due -Sight word lesson plan due	<ul style="list-style-type: none"> • Downing chapter 4 • <i>Copeland & Keefe</i> Chapter 9
6/15	Writing	Phonics lesson plan due	<ul style="list-style-type: none"> • <i>Article</i>: The art of Teaching Writing • <i>Copeland & Keefe</i> chapter 8 • <i>Cunningham, Hall & Sigmon</i> Writing
6/22	Self-selected reading and communication	-Module 3 due -Writing lesson plan due	<ul style="list-style-type: none"> • <i>Cunningham, Hall & Sigmon</i> Overview, self-selected reading • <i>Copeland & Keefe</i> chapter 3 • <i>Downing</i> chapter 2,6
6/29	Literacy across the day/ organizing your literacy instruction	-Module 4 due - Self selected reading lesson plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 2 • <i>Downing</i> chapter 3 & 5 • <i>Copeland & Keefe</i> chapter 10,11
7/6	Case study presentations & final notes on literacy	Case study due uploaded to BB under assignments AND assessments – see note in syllabus	This will be an online class. Upload your case study to BB (twice!); Upload your PPT presentation as directed and then follow the directions <u>in the video</u> in tonight’s content folder in order to get your final 50 points.