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

Spring 2017
EDSE 503 630: Language Development and Reading
CRN: 21313, 3 – Credits
Fairfax Cohort 38

Instructor: Dr. Sheryl Asen	**Meeting Dates**: 01/12/17 – 03/09/17
Phone: c802-595-9663	**Meeting Day(s)**: Thursday
E-Mail: sasen@gmu.edu	**Meeting Time(s)**: 5:00 p.m. - 9:30 p.m.
Office Hours: by appointment	**Meeting Location**: Fairfax HS D108
Office Location: Finley 206A	**Other Phone**: GMU office 703-993-5448
***Note:** The professor may not receive voice mail and/or email messages after 3:00 p.m. on class days until after class has ended.*	

"The beautiful thing about learning is that no one can take it away from you." -B.B. King

"I have always imagined that paradise will be a kind of library." -Jorge Luis Borges

"Once you have learned to read, you will be forever free." -Frederick Douglass

"Oh, magic hour, when a child first knows she can read printed words!" -Betty Smith, *A Tree Grows in Brooklyn* (1943)

"Never trust anyone who has not brought a book with them." -Lemony Snicket

"There is more treasure in books than in all the pirate's loot in *Treasure Island*." -Walt Disney

"A book is a gift you can open again and again." -Garrison Keillor

"I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. -Anna Quindlen

"To read without reflecting is like eating without digesting. -Edmund Burke

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." -Chinese proverb

"It is not good enough to have a good mind; the main thing is to use it well." -Rene Descartes

"Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read." -Groucho Marx

Docendo discimus. (Latin proverb: "By teaching, we learn.")

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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours 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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

Course Delivery Method
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. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection and self-assessment.

Learner Outcomes

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

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical teacher candidates/students and teacher candidates/students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these teacher candidates/students.
3. 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.
4. Identify distinctions between language delay/disorders of teacher candidates/students with high-incidence disabilities and language differences of teacher candidates/students with cultural and linguistic backgrounds.
5. 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 teacher candidates/students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of teacher candidates/students, and the design and delivery of a balanced approach for teacher candidates/students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary teacher candidates/students with and without high-incidence disabilities.

Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1st edition, Brookes Publishing, ISBN 9781598573060

Fox, B.J. (2014). *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092 (This is a workbook and will not be available in digital format. Student need to purchase a hard copy and will be required to write in the text.)

Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies*, 7th edition, Pearson, ISBN 9780132837804

Recommended Textbooks

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

Required Readings

- "The Developmental Spelling Assessment", a guide developed by the professor and posted on Bb (Course Content -> Additional Resources -> Developmental Spelling Assessment).
- For information on preparing presentations, see on Bb the guide, "Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015".
- Additional readings may be assigned by the professor.

Recommended Resources and Additional Readings

- A collection of recommended resources is available on the course Blackboard site (Course Content -> Additional Resources 503).
- For further information on effective presentations and tips, go to:
  http://seggleston.com/1/business/key-steps
  http://go.owu.edu/~dapeople/ggpresnt.html
  http://www.auburn.edu/~burnsma/oralpres.html
  http://www.effectivemeetings.com/presenting/delivery/taboos.asp
  http://www.presentationmagazine.com/Essential_Presentation_skills.htm
  http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
  http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session
- For information on effective use of slideshow/PowerPoint presentations, go to:
  http://mason.gmu.edu/~montecin/powerpoint.html
  http://wmich.edu/writing/readability
  http://www.garrreynolds.com/preso-tips/design/
  http://www.ellenfinkelstein.com/powerpoint_tips.html
  http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm
  http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html

http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf

- Recommended books on educational presentations:
  - Burmark, L. (2002). Visual Literacy: Learn to See, See to Learn. Alexandria, VA: ASCD.
  - Garmston, R. (2005). *The Presenter's Fieldbook: A Practical* Guide. Norwood, MA: Christopher-Gordon.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

The Council for the Accreditation of Educator Preparation (CAEP) Informal Reading Assessment assignment for EDSE 503 is a reading case study. This assignment is standard to all sections of EDSE 503. See the syllabus section below, "Other Assignments / Additional Details".

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

The following are assignments required in all sections of EDSE 503.

- Completion of the self-directed, programmed learning "fill in the blank" written response activities in the phonics text ("Fox book").
- Completion of the Fox book post-test.
- Completion of the final exam.
  - Failure to take the final exam by the end of the course will result in a deduction of 8 points from the final course grade.
  - If unforeseen circumstances prevent the professor or other GMU representatives from administering the exam on the last night of class, the allocation of points for course work will be adjusted proportionately.

See the syllabus section below, "Other Assignments / Additional Details".

Other Assignments / Additional Details

For all course assignments: A teacher candidate/student may not use projects, data, or material generated in and submitted for credit in another course or generated by another individual. Violations result in a grade of ZERO for the assignment and also receive an evaluation of "DOES NOT MEET EXPECTATIONS" entered for the artifact in the TK20 evaluation.

I. Attendance and Participation (8% of final grade)

See policies about attendance and participation in the next syllabus section "Course Policies and Expectations". The expectations must be met to earn attendance and participation points.

At the end of each class session, the teacher candidate writes a "take away" statement that identifies a learning connection/awareness about material in that class session, including WHY that connection personally is relevant. This reflection is handwritten at the end of class (the last 5 minutes of class time is devoted to the activity).

NOTE: Taking the final exam during the last class session is required and points are earned for the exam; therefore, a point is not awarded for attendance at the last class.

II. Questions to Guide Reading (7% of final grade)

In preparation for each of the presentations on the textbook readings, course participants use the questions prepared by presentation teams to guide their reading. Teacher candidates/students bring to class the questions, with prompts completed prior to class, for use in the presentation and for later review. Short answer questions must be typed and attached to the bank of answered questions. This assignment must be submitted both on Bb and in class as a printed copy.

III. Topic Presentation (20% of final grade)

All students in the course are responsible for reading the course materials according to the course schedule. Additionally, each student participates in a group presentation focused on topics in the required reading. A team may be assigned content other than that presented in a course text. The purpose of the presentation and its activities is to assist class members in processing and applying the chapter's essential content to literacy instruction.

The team members are responsible for working as a group to develop a 60 - 120-minute presentation. Time allocation is to be determined by the professor and depends on the size of the teams and on the topics. The professor individually will give direction to each team.

The chapter presentation emphasizes:
- Key points for understanding the topic including theoretical underpinnings, relevant terms, and how focus areas relate to other course topics;
- Instructional methods and strategies for teaching struggling readers in the area of focus;
- Ways to monitor progress/assess student mastery; and
- Practice RVE questions (explained below).

Team members, as part of the presentation, also respond to additional questions and comments that arise.

To assist classmates in review and preparation for the Reading for Virginia Educators (RVE) exam, a week before the presentation the team posts to Bb and distributes to class members at least 10 multiple choice questions and one constructed response prompt to serve as a learning/reading guide. The questions are selected from documents identified by the professor. The specific documents are in the course Bb folder "RVE Practice Materials", though the team may need to create some questions (if the team members decide they must do so, they first are to consult with the professor). These review questions are embedded into the presentation (distributed throughout) so the question is discussed at the time its specific focus is being discussed (and the questions are not all saved till the end of the presentation). At the conclusion of the presentation, class members are given an answer key, including a model of an appropriate and thorough constructed response. All answers include question and answer source citations (an example will be provided).

The presentation includes providing at least one additional handout that serves as study materials for reviewing essential points. These may include items such as a study guide, a topic outline that is added to throughout the presentation, and/or visual representations/graphic organizers of important ideas, etc.

All materials used in the presentation are due, posted to Bb, no later than 5:00 p.m. the day of the presentation. The exception is the bank of topic questions to guide learning/reading, which is due at the start of the class session *prior* to the presentation.

All resources, as appropriate, should be noted using APA format.

See resources cited in this syllabus and on Bb for information on effective presentations.

NOTE: Following completion of the presentation, team members (as a group) will evaluate the presentation by assigning points earned on the assessment matrix (to be reviewed, confirmed, or changed by the professor). Additionally, each individual writes a reflection of 3 "take aways" from his/her participation in the presentation—facts, concepts, ideas, etc. about the literacy topic that were extended/enriched for that individual through participation in this project (models will be shared; 1-2 paragraphs per topic). The self-assessment and reflective writing

are due in the corresponding Bb drop box by 10:00 a.m. on the Sunday following the presentation.

IV. Self-Guided Completion and Mastery of Fox Text (7%)
EDSE 503 teacher candidates/students in all section of EDSE 503 are required to complete the Fox text and tests. To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool to extend knowledge of phonics and structural analysis rules. Course participants must independently complete the Fox (2014) self-instruction text outside of class according to (or in advance of) the course schedule. Class sessions include discussion and review. The pretest will be taken and scored in class. Then teacher candidates/students independently and outside of class work on the self-paced exercises in the text. For a part of the text to be considered complete, students must fill-in the blanks of all exercises as well as answer, in writing, the review questions at the end of sections. The within-text exercise completion requires students to write as they read, reinforcing the phonics knowledge and skills they are reading about. To receive any credit for this activity, the pre-test, all sections of the Fox text (Parts I through VIII) and corresponding exercises, and the post-test must be completed. Points also are allocated based on the student's score on the post-test.

NOTE: Weekly preparedness includes bringing to class the Fox book with sections completed as per the course calendar. If the assigned sections of the Fox book have not been completed, participation points for that class session may not be awarded per discretion of the professor.

V. Final Exam: Reading for Virginia Educators (RVE) "Mock" Assessment (8%)
Teacher candidates/students in all sections of EDSE 503 are required to take the final exam during the last class session whether or not they have taken and passed the RVE. The final exam is a mock RVE exam of 91 multiple-choice and 3 short answer essay questions (~5-8 sentence responses, though answers to these 3 prompts may not be computed into the EDSE 503 final exam score). The exam is similar to the RVE in format and content. It is taken during the last class session. Students usually take ~2.5 hours to complete this exam; the maximum time allocated is 3 hours. Additional instructions will be shared in class. ***Failure to take the final exam by the end of the course will result in a deduction of 8 points from the final course grade.***

NOTE: The EDSE 503 final exam ***does not replace/count as*** the official RVE test.

VI. CAEP Assessment Assignment: Reading Case Study (50%)

The full CAEP Assessment assignment guidelines, directions, support materials, and associated course assessment matrix for earning points for this assignment are posted on the course Bb site (Assignments -> Informal Reading Assessment Assignment). The rubric used in the Tk20 evaluation process is in this syllabus in the subsequent section, "Assessment Rubric(s)".

The EDSE 503 teacher candidate/student implements a comprehensive sequence of tasks representing exemplary practices in reading assessment. The project requires the course

participant to select and work with a student subject (primary through grade 12) with a ***mild disability currently reading at a minimum at the independent level of the end of first grade.*** Components of the assignment include:

- Collecting and summarizing demographic and background information on the student subject, including oral language development.
- Administering, summarizing results, and analyzing implications of at least 3 informal assessments. Two of these ***must*** be the Jennings Informal Reading Inventory (JIRI) and the Developmental Spelling Assessment (DSA). The results of the JIRI and DSA are used to determine at least one additional appropriate assessment. This 3rd informal assessment then is administered, the results summarized, and implications analyzed. In most cases, an appropriate 3rd assessment is focused on written composition skills. Consult with the professor if another focus area is indicated.
- Composing an assessment report that includes discussion of the above components and, based on the findings, recommendations for instruction and accommodations.

The assignment is discussed in several class sessions. Samples of sections of the project report are brought to class each week and components may be posted on Bb as models/examples.

Note: Do not select as your student subject a relative or child of a close friend.

Course Policies and Expectations
Attendance/Participation

- Course participants register for cohort classes with an understanding about the compacted semester time frame: that the time allocation for class sessions is extensive and that all work is to be completed within the cohort semester. Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, to receive attendance/participation credit for a class session, are expected to be in attendance, exhibit professional dispositions, and fully participate, which includes writing a class session "take away". (See the above section on "Other Assignments" for directions on class session "take away" reflective writing requirements.)
- **Attendance** includes:
  - Promptness (getting to class and back from breaks on time) and
  - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session). ***Note:*** Class starts promptly at 5:00 p.m. and ends at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

- **Absences:**
  - Face-to-face (f2f) class session cancellations are not counted as absences; however, failure to complete by the next class session all the assignments that substitute for the f2f session is counted as an absence.
  - Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as outlined in the course syllabus. It is the teacher candidate's/student's responsibility to arrange with a colleague for collection of materials and to promptly obtain and discuss with colleagues' class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
  - All course participants are granted one full or partial class session absence; however, all work still is due on Blackboard according to the course calendar. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.
  - A second absence will result in the final grade dropping by 5 points.
  - Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.
  - Please do not request permission to miss a class—you must make your own decision.
  - There may be ***extenuating circumstances***—those that involve a ***critical*** health situation (self; immediate family member) or job responsibilities of a ***serious*** nature. Please discuss with the professor circumstances that ***truly*** are extenuating as soon as possible. The professor may require confirmation from a health care provider or job supervisor. If there are extenuating circumstances, you must discuss with the professor (in person or by phone) within 5 days of the related absence the impact on course mastery and assignments (including due dates and date of course completion).
- **Participation** implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
  - Preparing in advance for the session by completing assigned work on time (see the section below on "Late Work") and having on hand/in class all materials required for the class session as per the course assignments/course schedule and professor communications.
  - Contributing thoughtfully and fully to class activities and discussions;
  - Listening to and being respectful of the ideas of others;
  - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);
  - Demonstrating enthusiasm for learning;
  - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
  - Facilitating group work;
  - Self-assessing course work.

  For additional information on professional dispositions as per the College of Education

and Human Development, go to http://cehd.gmu.edu/teacher/professional-disposition. The document "Dispositions for a Career Educator" can be downloaded at https://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf.

Late Work

An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted on the course schedule, including posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time".
- Submitting an assignment late does not alter the due dates of the other assignments. The professor may not provide feedback on late assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor and peers across the semester.
- The EDSE 503 Informal Reading Assessment assignment and the field experience form and survey must be submitted on time for the course to be considered completed.
- For late submissions of assignments:
    - Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.
    - The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out submitted work and, therefore, will not provide feedback or grade work submitted only electronically.
    - The assignment will not be considered completed until the work is posted to Blackboard. If a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
- A teacher candidate/student who verifies extenuating circumstances must make arrangements through the professor no later than 3 calendar days prior to the last day of class for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade.
- All exams must be taken no later than the last week class unless the exam administrator (who is not the professor) agrees to an additional extension.

Communication

- Teacher candidates/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. Points may be deducted from any assignment that does not reflection appropriate communication.
- Use APA guidelines for all course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. Answers to frequently asked questions about APA

format guidelines may be found at http://www.apastyle.org.

- Use "person-first language" in class discussions and written assignments unless otherwise noted. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use "Intellectual Disabilities"; "Emotional Disabilities") in oral and written communication and avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please use guidelines for language in APA Journals, including information available at: http://www.apastyle.org/manual/related/nonhandicapping-language.aspx.
- Your George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course. Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor may respond ONLY to your GMU email address. Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response. Any course participant who experiences technical issues should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. It is your responsibility to communicate with the professor about options if technical difficulties interfere with course participation, receipt of course related email messages, and/or access to Blackboard.
- When you send email or a text to the professor or leave a voice message, please state your full name.
- The professor may not receive calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen events).

Use of Course Participants' Products
- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited by sending an email request to the professor's GMU email account (sasen@gmu.edu; use the subject line "Opt Out [First Last name] EDSE 503"; e.g., "Opt Out Sheryl Asen EDSE 503"). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products).

Grading Scale

90 – 100 points = A	Attendance, preparation, and professionally relevant, active participation
86 – 89 points = B+	that demonstrates proper educator and graduate candidate dispositions and
80 – 85 points = B	behaviors are expected in all class sessions and interactions for a grade of B
70 – 79 points = C	or better.
< 70 points = F	**Note:** Failure to take the final exam by the end of the course will result in a deduction of 8 points from the final course grade.

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**" Work submitted <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
The course schedule begins on the next page. Please keep the following in mind.
- The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is canceled, which may include an optional make-up session; change in assignments and due dates).
- During the first week of class participants in this course will receive an email from Kristen Merrill or a College of Education and Human Development (CEHD) faculty/staff member requesting completion of a brief online form regarding the EDSE 503 candidate's field experience. Please complete and submit this form by 1/24/17.
- One week prior to the end of the course participants will receive another email from Kristen Merrill or a CEHD faculty/staff member with directions for completing a survey about the course field experience. Please complete this survey by the last class session.
- Direct questions about the field experience form and survey to Ms. Merrill: kmerril2@gmu.edu.
- The course is not considered completed until all requirements are met, including submitting the online the field experience form, survey, and the Tk20 assignment.

EDSE 503-630 Course Schedule

- The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).
- Bring your 3 course texts to each class session. Bring DSA and JIRI materials as noted.

Class #	Topics for Class This Week	Assignments for the *Next* Class
Class 1 **1/12/17**	• Beliefs to Help Children Become Literate • Our Big Ideas About Literacy • Course Overview / Syllabus • Assignment Details • Course Assessments • Topics & Teams • Five Domains of Reading and reading models • What are the differences between speech and language? • How to access the T/TAC oral language modules • Preview of texts • Phonics and Structural Analysis: Why study this? What do I currently know? (Fox pre-test) • Skimming and scanning	**For 1/19/17 class 2:** • TTAC Oral Language Modules Assignment NOTE: The modules' content is repeated in some readings. Complete this assignment first. Then skim the familiar content in the texts for review. • Read in Reading Problems (RP) text Chapter 1 Overview of Reading and Reading Problems and Chapter 2 Factors Associated with Reading Problems • Read in Maximizing Effectiveness (ME) text p. 4-9, including Text Box 1.1; Text Box 1.3 (p. 12-13); Text Box 1.4 (p. 14-15) • Bring to class your textbooks and printouts of the Jennings Informal Reading Inventory (JIRI) and the Developmental Spelling Assessment (DSA). Put the JIRI and DSA in (a) loose-leaf binder(s). • Think about the selection of your case study student. This student with mild disabilities must be independently (not instructionally) reading connected text on level 1 (end of first grade) or above—NOT on a pre-primer or primer level. You must identify your reading case study student and prepare introductory information by 1/24/17. • Explore the course Bb site. Become familiar with where to find information and resources. • Respond to the field experience email by completing and submitting the required form.
Class 2 **1/19/17**	• Early language, meaningful differences, and oral language developmental scales • Phonological awareness • Early literacy: dialogic reading and early guided reading • Preparing for the RVE • Starting the Reading Case Study: student background – using RP text chapters 2 & 3 • Assessment Continuum • Introduction to informal reading inventories and to the Jennings IRI (JIRI) and Developmental Spelling Assessment (DSA)	**For 1/26/17 class 3:** • Read with your Reading Case Study student in mind. Note key points that apply to your student. • Read in RP text: Chapter 3 Gathering Data; Chapter 7 Early Literacy. Use your quiz to guide reading. • Preview the Jennings IRI. • After previewing the Jennings IRI, read in the RP text Chapter 5 Administering an Informal Reading Inventory. As you read, refer to the Jennings IRI correlated sections. Come to class knowledgeable about the Jennings IRI. • Read the DSA directions. Some of the administration procedures and all of the scoring are tricky!!! Come to class knowledgeable about the DSA. • Fox Part I: General Knowledge and Concepts, p. 11–25 Prepare a draft of phase 1 of the Reading Case Study. Bring the draft to class. We will use it!

Class #	Topics for Class This Week	Assignments for the Next Class
Class 3 1/26/17	• Presentation: Early literacy • Case study: phase 1 discussion and check; adding as you learn • Discussion and practice: DSA and Jennings IRI • Fox: key points and progress	**For 2/2/17 class 4:** • Read in RP text: Chapter 8 Improving Word Knowledge: Word Recognition; Chapter 15 only pages 388-396; Chapter 9 Improving Word Knowledge: Fluency • Fox Part 2: Single Letter Consonants, p. 29 – 69 • Fox Part 3: Consonant Digraphs and Consonant Blends, p. 71 – 91 • Administer, score DSA. Create data tables for results. Bring to class 2 copies of DSA protocols & data tables.
Class 4 2/2/17	• Presentation: Improving Word Knowledge: Word Recognition • Presentation: Improving Word Knowledge: Fluency • Discussion and practice: DSA and Jennings IRI • Fox: key points and progress check	**For 2/9/17 class 5:** • Read in the RP text Chapter 10 Vocabulary Development and Listening Comprehension • Read in the ME text Chapter 3 Teach Vocabulary • Fox Part 4: Vowels, p. 93 – 141 • Fox Part 5: Review, p. 143 – 155 • Administer and score the Jennings and create the data tables for the Jennings results before the next class session. Bring to class 2 copies of your Jennings protocols and data tables. Come to class prepared to discuss the results of the DSA, Jennings, and implications for selecting the 3rd assessment
Class 5 2/9/17	• Presentation: Vocabulary Development, Teaching Vocabulary, and Listening Comprehension • Discussion of reading case study phases 2 and 3 • Options for 3rd assessment • Scoring writing samples • Fox: key points and progress check	**For 2/16/17 class 6:** • Read in the ME text: Chapter 2 Basic Reading Skills; Chapter 7 Reading Strategically • Read in the ME text Chapter 4 Teach to Activate Students' Prior Knowledge and Help Them Make Connections • Read in the RP text Chapter 11 Comprehension of Narrative Text • Fox Part 6: Onset-Rime, p. 157 – 165 • Fox Part 7: Syllable and Accent Patterns, p. 167 – 192 • Bring to class 2 copies of your 3rd assessment protocol; come prepared to discuss the selection, scoring, and implications • Draft of the case study phases 2 & 3 for DSA and JIRI
Class 6 2/16/17	• Presentation: Reading Strategically; Comprehension of Narrative Text; Activating Prior Knowledge/Making Connections • Fox: key points and progress check; getting ready for part 8 • Case Study check, phases 2 & 3 for DSA and JIRI	**For 2/23/17 class 7:** • Read in RP text Chapter 12 Comprehension of Informational Text • Read in ME text Chapter 5 Ask and Answer Questions, Chapter 6 Recognize Text Structures • Fox Part 8: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words • Draft of case study phases 2 and 3 on the 3rd assessment; draft of the phase 3 summary (peer review will occur outside of class)

Class #	Topics for Class This Week	Assignments for the Next Class
Class 7 2/23/17	• Presentation: Comprehension of Informational Text; Ask and Answer Questions; Recognizing Text structures • Presentation: Integrating Reading and Writing • Fox: progress check	**For 3/2/17 class 8:** • Read in RP text Chapter 13 Integrating Reading and Writing; Chapter 14 Literacy Instruction for Diverse Populations • Read in ME text Chapter 8 Motivation and the Struggling Reader • Study for Fox post-test • Draft of the case study phase 4 • Bring to class all components of the reading case study you have to date.

Class 8
3/2/17
	• Best Practices for Instruction and Instructional Enhancements
	• Case study: peer review of recommendations and discussion; questions, final revisions, etc.
	• "Mock" RVE review
	• Course evaluation
	• Fox post-test and debriefing
		For 3/9/17 class 9:
		• Study for final exam
		• Bring to class a printed copy of the final version of the full case study (all 4 phases in one document with appendices)
		• By the start of class 9 (5:00p 5/18/16) the reading case study must be posted to two (2) Bb drop boxes:
		  o Tk20 (under the Assessment folder)
		  o Reading Case Study (under the Assignments folder)
		• Bring to class to share a short reading selection (a quote or poem or short passage) that is personally meaningful.
		• Respond to and submit the field experience survey.

Class 9 3/9/17	• Parting thoughts • Required Final Exam: "Mock" RVE • Course checkout	**WAHOO!** **YEA YOU!**

Assessment Rubric(s)

The rubric on the next page is applied to the Tk20 submission of the CAEP Informal Reading Assessment assignment for all sections of EDSE 503. Other assessment matrices for this class, including the professor's constructed assessment for determining points earned for the Informal Reading Assessment (reading case study) assignment, are posted on the course Bb site under the Assessments folder.

	1	2	3
Student Background and Oral Language Development: CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate omits OR provides a partial description of the student's demographic and background information making it difficult to understand the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development.	Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. Candidate discusses the student's oral language development relative to typical language development.	Candidate discusses the demographic and background information related to the target student and directly links the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences to growth and development. Candidate discusses the student's oral language development and present levels of performance relative to typical language development.
Reading and Writing Development: CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	Candidate incorrectly administers and/or scores the results of the informal reading inventory OR an informal spelling assessment. Candidate fails to select/develop, modify, and/or implement a curriculum-based assessment in an area of student weakness.	Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. Candidate selects/develops, modifies, and implements a curriculum-based assessment in an area of student weakness.	Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. Candidate develops and implements an appropriate curriculum-based assessment in an area of student weakness. Candidate accurately interprets results relative to typical student development.
Assessment Report with Recommendations CEC/IGC Standards 4 & 5 Candidate uses multiple methods of assessment and data sources in making educational decisions. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Candidate attempts to analyze the results of all informal assessments and present recommendations for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data.	Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based instructional strategies to recommend specialized instructional strategies appropriate to the abilities and needs of the learner with an exceptionality. Candidate uses assessment information to identify supports and adaptations required for the learner with an exceptionality to access the general curriculum and to promote positive learning results in general and special curricula.	Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based practices to recommend specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. Candidate uses assessment information to identify supports and adaptations required for the learner with exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula. Candidate offers recommendations based on evidence-based practices which have been validated for the specific characteristics of the learner and setting in order to enhance language development, teach communication skills and support and enhance the communication skills (oral and written language) of the learner with an exceptionality.